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ILLINOIS TEACHER
OF HOME ECONOMICS

REDEFINITIONS AND REVALUATIONS

REDEFINING BASICS AND SOCIAL PROBLEMS

A publication of the Division of Home Economics Education,
Department of Vocational and Technical Education,
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What's New at Illinois Teacher?

Hazel Taylor Spitze

As *Illinois Teacher* begins its twenty-third year, it finally has a **full-time Editor!** After many years of having *Illinois Teacher* prepared for the printer as an "extra" added to a full-time load of teaching, advising, administering and researching, the Department of Vocational and Technical Education and the Home Economics Education Division have rearranged work loads so that one person can be full-time Editor.

I am pleased to be that person and I hope that all correspondence can now be answered promptly, that *Illinois Teacher* will improve in quality and that its number of subscribers will grow. We welcome your suggestions.

—HTS

Foreword

In this volume of ILLINOIS TEACHER we hope to explore some Redefinitions and Revaluations. We'll take a look at social issues which home economists can address, and we'll point out some problems that we think may need reprioritizing.

Last year AHEA sponsored five conferences called "Home Economics Defined." Actually the invited participants were asked to re-define our profession and our field. AHEA commissioned two of its members, Drs. Marjorie Brown and Beatrice Paolucci, to write a background paper to provide a philosophical framework for assisting members in such redefinition, and fifteen other members were asked to be "reactors" at the five conferences, a national one in Denver and regional ones in San Diego, Dallas, Indianapolis, and Philadelphia. One of those reactors was your editor and that paper is included in this issue. You are encouraged to read them all (see source on page 2).

An Illinois follow-up conference of the national conference on Current Concerns in Home Economics Education held at the University of Illinois in April 1978 (see page 57 for Proceedings) was held in March 1979 and two papers from that conference are included in this issue along with a summary from the discussion groups.

Other articles include helps in teaching personal and family relationships, in providing your own continuing professional development, in teaching the handicapped, and in helping adolescents set their own goals.

Aging and retirement are dealt with in a positive manner, a game to focus on energy conservation is provided, and the subjects of cohabitation as a life style and of the family as educator are discussed.

We don't claim to have answers for all the questions we raise, but we think the author of the following had a very good idea. (If you know who it was, please let us know.) "It's better to stir up a problem without settling it than to settle one without stirring it up."

Suggestions for managing your time are found in a reprint from the Colorado Cooperative Extension Service, and a reader survey is included. Please take a few moments to help us with needed information.

Don't miss the inside back cover and the announcements scattered through this issue.

We hope you—and we—are off to a very good year!

—The Editor

Response to Brown and Paolucci's "HOME ECONOMICS: A DEFINITION"

Hazel Taylor Spitze

Reprinted with permission from American Home Economics Association, "Home Economics: A Definition" [1979].

When I was asked to be one of the Reactors at this meeting, I felt both honored and humbled, but especially humbled. This is an awesome task that we have set for ourselves. If I had been selecting the title for the conference, I would have used a slightly different one, i.e., Home Economics *Re*defined for we have had definitions for over three quarters of a century and, in my opinion, some of those early ones still bear consideration, perhaps even a little reverence.

In trying to comment upon the impressive paper by M. Brown and B. Paolucci, I shall mention some areas in which I feel strong agreement and raise a few questions at points where I either disagree or do not understand, and in so doing I shall try to summarize some of the "meat" of the paper in my own simple language to see if the authors find anything lost or meaning changed in the "translation." Then I shall conclude with my own brief, tentative definition of home economics.

I have read the Brown-Paolucci paper three times in its entirety and some parts of it more than that. I read it once a few months ago when I first received it, again along with some of the suggested background material just before I went to the Denver conference, and a third time on my way home from Denver while the discussions were still fresh in my mind. I have re-read parts since then as I tried to put together my own thoughts for this meeting. I still find the paper amazing, or to use Marjorie East's term, stunning. I find it helpful, perceptive, scholarly, but I do not find it easy reading, even though in my doctoral study I probably had more than the usual number of courses in philosophy and had a professor of philosophy of education on my examining committee. Incidentally, he is now here in Indiana, and I think his books would be good additions to the bibliography for this conference. His name is Philip G. Smith, and one of his early works which I found exciting is titled *Philosophic-Mindedness in Educational Administration.*[1] His analysis of the *dimensions* of the concept of philosophic-mindedness seem useful to me now even as they did when I was his doctoral student. He had three dimensions, each of which has four parts.

A. Comprehensiveness
 1. Viewing particulars in relation to a large field
 2. Relating immediate problems to long-range goals
 3. Utilizing the power of generalization
 4. Maintaining tolerance for theoretical considerations

B. Penetration
 1. Questioning what is taken for granted or is self-evident
 2. Seeking for and formulating fundamentals
 3. Utilizing a sensitivity for implication and relevance
 4. Basing expectations on an abductive-deductive process

C. Flexibility
 1. Being free from psychological rigidity
 2. Evaluating ideas apart from their source
 3. Seeing issues as many-sided and developing alternate hypotheses, viewpoints, explanations, etc.
 4. Maintaining a tolerance for tentativeness and suspended judgment

Each part of this analysis has meaning for us as we try to redefine home economics. One of the most important things I learned from Phil Smith was that philosophy is not just for philosophers, that we can all be philosophic-minded and think for ourselves.

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[1]Philip G. Smith, *Philosophic-Mindedness in Education Administration* (Columbus, Ohio: University Press, The Ohio State University, 1956), p. 30.

Now, in my own words, let me share some areas of agreement I have with Brown and Paolucci.

First, in the Preface (p. iv) they list as "major elements that need to be understood if we are to unfold the meaning of home economics" the following: (1) the social need addressed by home economics, (2) the mission of home economics, (3) the nature of services provided by home economics, and (4) the knowledge appropriate to home economics. This makes sense to me. And I also agree that we must use *reason* and *precise language* as we try to analyze these elements; and further, that concepts, such as home economics, take on additional meanings over time. I'm sure that in some parts of the Midwest the concept, snow, has taken on new meaning over the past three years for many people. And by new *meaning* I would intend to communicate new *relationships*, or as Brown and Paolucci said at one point, new *connections*. We have learned that snow, piled higher and deeper over longer periods, *may* even have a relation to crime, mental illness and politics.

I agree also that it is important for us to define home economics for the reasons Brown and Paolucci suggested, e.g., self-examination and criticism. As we re-explore our knowledge base and our everyday practice, we can question and re-assess our attitude toward increasing technology and increasing dependence on the products of science. We can support what we are doing or change it, according to what we find out, and we can then avoid some of the floundering we sometimes do. The public, too, will become clearer on who we are and what we are about. They, and we, can better understand the ethics of our profession. All of us will have a surer feeling about where we are coming from and what we ought to do.

In Part II of their paper I think Brown and Paolucci outlined the characteristics of a profession in a clear and helpful way. They said that:

(1) a profession provides a service beneficial to society,
(2) the service involves intellectual activity and judgments which have moral dimensions, and it involves a mastery of a body of knowledge not mastered by the ordinary educated person,
(3) the members of a profession monitor each other to insure quality service to the public, and persons admitted to study and to the practice of the profession are screened, and
(4) the scope and purpose of a profession have definite limits.

I would like to add one other point for your consideration. I like to think of professionalism as a continuum rather than a dichotomy. That is, an occupation may have a *degree* of professionalism rather than just *being* a profession or *not* a profession. I think home economics ranks higher on some of the above characteristics than on others, and I believe other professions would, too.

I might add also my view of the difference between a *profession* and a *discipline* and that is that the latter aims to add to knowledge and the former, the profession, aims to serve society.

The implications for home economics which the authors draw also seem reasonable to me. We must have a defined area of service to society, and our area specialists must contribute to this social end. We are not a discipline and not "value-free" but draw our knowledge from many disciplines and interrelate it to solve problems in a morally defensible way. We are not a technology. (p. 20)

Brown and Paolucci also say that home economics is a practical science. If we accept Webster's definition of science as "a branch of study which is concerned with observation and classification of facts, especially with the establishment of verifiable general laws, chiefly by induction and hypotheses," then there are some questions in my mind. Is a *science* the same as a discipline, which they and I feel that home economics is not? Or is a practical science a field of study which interrelates disciplines to solve practical problems? If it is the latter, then I agree that home economics is a practical science and I certainly support their judgment that a so-called *pure* discipline has no superior status over a *practical* science.

I share the authors' concern over the effect that our attitude toward our increasingly complex technology has on our social character. At Denver I appreciated Marjorie East's comments about the good things this technology has wrought, but I think we also have reason for concern because many in our society do seem to me to be more interested in accumulating material possessions than in other aspects of the quality of life. I think we need to be the masters of our technology and not its slaves, to direct its growth, not simply to adjust to its proliferation. And I think we have a moral responsibility to future generations to stop the senseless waste that is going on, to change our own behavior and to teach others some facts

that may lead them to want to change theirs. I believe Ellen Swallow Richards and colleagues at the 4th Lake Placid Conference were thinking along these lines when they said that

> Home economics in its most comprehensive sense is the study of the laws, conditions, principles and ideals which are concerned on the one hand with man's immediate physical environment and on the other hand with his nature as a social being, and is the study specially of the relation between those two factors.

To me, quality of life requires *first* a high level of human relationships, in families and in other groups, where there is harmony at times and an ability to handle conflict constructively at other times, where there is respect and trust and mutual support. My concept of quality of life also includes clean air to breathe, clean water, and an absence of nuclear wastes buried under or near my spot of land. I need challenging work to do, health, safe nutritious food to eat, and feelings that I am needed, that things will be better because I have lived. I am not unique in these needs, and none of them has to require very much in terms of technology or material possessions. I hope home economics can help bring about this higher quality of life for everyone. Can our profession help to *form* or transform the social character?

I emphatically agree with Brown and Paolucci that our founders at the turn of the century were remarkably far-sighted. I am inspired by their words, especially these.

"Mrs. Richards' Creed":

HOME ECONOMICS STANDS FOR

The ideal home life for today unhampered by the traditions of the past.

The utilization of all the resources of modern science to improve the home life.

The freedom of the home from the dominance of things and their due subordination to ideals.

The simplicity in material surroundings which will most free the spirit for the more important and permanent interests of the home and of society.

Her motto:

The more simply you live the more secure is your future; you are less at the mercy of surprises and reverses.
One need not be rich to give grace and charm to his habitation; it suffices to have good taste and good will.
Labor of systematizing is in the end economy of time and mental effort.[2]

The authors quoted Talbot as saying in 1902 that she foresaw "home economics as a subject for developing . . . the *meaning* of the physical, social, moral, esthetic, and spiritual condition of the home to the individual and to society at large." And Richards at about the same time also said that "the nurture of the human mind is best accomplished in the home." Therefore, she thought *home* should stand first in our title. And now in many institutions *home* is not in our title at all! I, for one, am sorry about that.

I agree further with the authors of the position paper that families should be able to influence the direction of society and that, as a profession which serves families, home economics should make significant contributions to that effort. I believe less in the need to adjust to inevitable changes in our society than in the need to effect and affect those changes.

I applaud the authors for warning against jumping on bandwagons. We need action based on intellectual analyses of situations, understanding of what the problems are, and judicial selection of knowledge to apply in solving these problems, but not, in their words, "mindless activism."

When I came upon their statement of the mission of home economics, I liked it but wondered at first whether it could be the mission of other professions, too. Is it precise enough? But when I pondered it further, I could not think of another profession with the same focus on families.

On page 48 I had a problem with this statement: "There is a sense in which in a profession, we must take the initiative in creating rationally the categories of legitimate professional service in order for society to be *persuaded* (emphasis mine) that each of these kinds of serv-

[2]1904 Lake Placid Conference Proceedings

ices would be beneficial." I wrote myself a note in the margin: Is this what business does with their advertising as they persuade us we need the product they want to sell? Perhaps the authors' idea was very different and if so they can explain it to us. We're very fortunate that they could be with us here today.

To continue with more of my agreements—(p. 51) I think the author's definition of a practical problem as "a value question about what action to take" is a reasonable one. We do take action, whenever decisions are required, on the basis of both our values and our knowledge, and I believe that for many of the practical problems we face daily, the knowledge that we gain by studying home economics is a help. I believe also that values are based on knowledge and I don't think we have a right to hold a value that is based on information contrary to fact. I agree with Brown and Paolucci that value considerations are frequently moral considerations and that there is a danger that the moral considerations will be neglected in favor of self-interest. If our actions affect others, and they usually do, I think we are morally bound to consider the others in making our decisions. What we do, as Brown and Paolucci say, depends upon our moral character.

Ten pages further on, I agree with what I understood the authors to be saying that values are confused today and that "conceptualizing such confusion merely as 'changes in values' over-simplifies and evades the issue." I think we have a responsibility as professional persons, especially in our education roles *to help people* (a) to *clarify* their values and to analyze for possible *conflicts* among them, (b) to understand the *sources* of their values, (c) to obtain the *knowledge* needed to judge whether their values are based on misinformation, (d) to anticipate the *consequences* of their values for self and others, and for society if *all* held these values, (e) to be reasonably tolerant of *others'* values, and (f) to be able to *change* their values if they choose to do so.

I do not believe we should impose our values on others nor allow others to impose their values on us, but all values need to be analyzed and evaluated, and we need to be strong enough to hold fast to a value that the society does not currently seem to hold if our evaluation shows that it is a superior one. For example, my analysis of the current situation suggests to me that technology has negative as well as positive effects and that our current rate of use of energy may have serious political and economic consequences. Until I have some new information or am able to see new interpretations of the knowledge I have, I shall hold fast to my value of being an "energy saver."

Further on, Brown and Paolucci say that "the problems of home economics must be conceptualized in terms of more than meeting the animal necessities of life." It is in the home, they say, that communicative competencies are fostered or neglected as well as social norms, commitment to enlightened participation in political and social action, and the basic belief that our actions affect our future. All this makes good sense to me, and I agree with them that when the home fails, it is difficult or impossible to overcome that failure elsewhere.

I further agree with the authors that it is not morally legitimate for a professional person to foster dependency on the part of a client as we provide services and that our services should, instead, help *free* people for self-determination within the framework of the good of society.

On page 75 I wrote another note to myself in the margin when I read that "it will be necessary to show people we seek to help that certain inadequacies in current ways of thinking about themselves or about the world are a false consciousness and can only lead to suffering." My question was: How can we do this without playing God? Maybe if I hear a further explanation from the authors on this, I'll see that I don't disagree, but as it is stated, it gave me pause.

They stated also that theory consists of categories of knowledge and the relationships among them with the purpose of distinguishing between the true and the false. I would say it a bit differently, but I don't think we are in disagreement if I suggest that certain kinds of theory are attempts to explain phenomena, observed directly or indirectly, with a purpose of directing research efforts to verify. The theory generates hypotheses and the research establishes the relationships.

I found their discussion of the relation of theory and practice interesting and illuminating, i.e., that the *practical* helps select and organize the theory and that *theory* aids in *defining* as well as *solving* our practical problems. And I was glad they took note of the "one-sided intellectualistic conception of *all* knowledge as scientific knowledge" and helped me further my understanding of the other kinds.

On page 102 the authors stress the interdisciplinary character of home economics and suggest a "meeting of certain basic disciplines in the mind of *each* home economist." That makes sense to *me*, too, and I wonder if *some* of the people who have degrees from departments, schools or colleges of home economics (or what used to be called home economics) are *really* home economists.

I found their discussion of what knowledge is appropriate for home economics very stimulating and their selection of its "central concepts" interesting. Some of them were surprising at first, but as I reflected upon each, I found I agreed that they *are* central. How do they sound to you?

(1) Action (they listed three kinds)
(2) Practice (and practical problem and practical reasoning)
(3) Transformation
(4) Maturity
(5) Autonomy
(6) Responsibility
(7) Self-formation and society-formation as functions of the family
(8) Ideas
(9) Ideals (values)
(10) Social Character
(11) Home (not house)
(12) Family

Would you want to add any? *I* wondered about health, food, the near environment (or clothing and housing), communication, skills, resources, decision-making (or management), goals.

Kinsey Green has also written along this line in an article published in *Illinois Teacher*, Volume XXII, No. 3, 1978/79. It was titled "Home Economics: The Knowledge Most Worth Having." In her summarizing paragraph she stated that the knowledge in home economics which she felt was most worth having was that which enabled persons to attain the following competencies:

(1) to articulate personal and family goals, relate them to the good of the larger society and proceed with a reasonable plan for achievement
(2) to select experiences which provide opportunity for development of a positive self-concept, and the opportunity to grow intellectually, emotionally, socially and philosophically, especially within the family milieu
(3) to evaluate options and make decisions which in a majority of cases, turn out to be wise ones
(4) to manage scarce family resources in order to attain desired goals
(5) to relate to others in ways which promote development of self and the others involved, both in individual relationships and as a member of a group
(6) to cope creatively and constructively with family crises
(7) to feed self and others a diet which is nutritionally sound for the individuals involved
(8) to provide clothing which enhances self-concept and protects from the elements
(9) to provide shelter which protects from the elements and provides privacy and use of space to facilitate constructive interaction for the inhabitants

I also liked Kinsey's comment at Denver that home economics deals with *prevention* of problems and crises rather than *remediation.* That's how our profession is different from some others.

Brown and Paolucci say near the end of their paper that if the family is strengthened, dominant ideas and ideals in the society can be changed and that it is the work of home economics to provide help to families on their practical problems (including, I presume, the problem of how to effect this change) with respect to both knowledge and process, especially the thought processes involved in making decisions. I agree with that and with their last statement which attacks "whimsical interest in research." I wonder sometimes, when I see reports of some so-called research studies, whether the author was really trying to establish dependable relationships to shed light on an important societal problem, or whether s/he chose the subject in order to display some skill or talent in research methodology.

Now let me turn to something I wrote in 1965 when I set myself the task of defining home economics and wrote a 34-page article in *Illinois Teacher*, Volume IX, No. 2. I was thinking of the structure of home economics as a basis for curriculum decisions. This was before the 11th Placid Conference and before New Directions II but *after* New Directions I, and some of the

questions I raised then still seem pertinent to me now. I began with these: What is home economics? Is it a discipline, a profession, or both, or neither? Is it a "field of knowledge"? Does it make any difference to a teacher of home economics how these questions are answered or even whether they are asked?

I took the position that it is *not* a *discipline* but a field of knowledge that draws on many disciplines, that it *is* a *profession*, and that it does make a difference how we answer these questions. I also asked what is the central core of home economics and suggested the role of the individual as a family member. Can we, I asked then, remove the individual from the family and still have home economics?

I also raised the question of who is a home economist? Does a sociologist who takes a job teaching family relationships in a college of home economics become a home economist? Do economists who teach family economics or artists who teach interior design or psychologists who teach child development become home economists in three years? They *can* become members of the American Home Economics Association and are encouraged to do so. Would a home economist teaching nutrition to medical students be thus encouraged to become a member of the American Medical Association?

I suggested the *functions of the family* as the organizing *principle* around which the structure of home economics can be built, and I proposed two functions: to reproduce the human race, and to maximize the satisfactions of its members, physical and psychological. Perhaps I should have said to maximize the *development* but in the sense that I meant it, satisfactions include that.

Now let me propose my own tentative definition of home economics. I tried to forget all those I had heard and come up with one in my own words, then to compare mine with the others. I found that it is not new, not so different from one proposed by Marjorie East, and that it contains elements of the one implied by the mission statement in the Brown-Paolucci paper. It is:

> Home Economics is that field of study and that profession which draws upon the physical, biological, and social sciences and the arts for knowledge to serve *families* (1) as the nurturant societal unit for individuals and (2) as one force to help direct the society.

GENERAL MILLS' AMERICAN FAMILY PROGRAM— A COMMITMENT TO CONSUMERS

Bonnie Martin
Consumer Affairs
General Mills

I was delighted to be invited to visit you today to tell you about the General Mills' American Family Program developed by our consumer affairs department over the past five years.

This is a program for and about America's families, the prime consumers of all the products General Mills markets, from foods through fashions for all members of the family, to home furnishings, direct-mail marketing, toys, games and craft materials to away-from-home eating and travel opportunities—everything we make and sell is family-oriented.

It is fitting, then, that we have a sense of corporate responsibility toward all American families. Our department is charged with listening to concerns of consumers and exploring ways in which the Corporation can better serve and educate them.

Our program to date has encompassed three major research studies of the American family—all commissioned from the firm of social scientists, Yankelovich, Skelly and White, and called the General Mills American Family Reports. We believe the reports are worthwhile contributions in themselves and we distribute them widely to educators, government leaders, human service professionals, libraries and businesses. We also look to the findings of the studies for guidance in the development of further programs.

I hope that in this material you will find some good sound food for thought which will stimulate and advance your daily work as professionals. There are copies of our second American Family Report in the packets you received at registration.

The first General Mills American Family Report, published in 1975, was on the subject of money—a major concern of American families then in the depths of a major recession.

As follow-up to this report, we produced a film entitled "To Your Credit" which was designed to alert families to the danger signals of the abuse of credit and charge cards. And we published a paperback book called *More for Your Money* which was an easy, step-by-step guide to sensible family financial management.

General Mills also sponsored regional forums on the family and money in Denver, in Atlanta and in Minneapolis. The purpose of the forums was to bring together professionals and paraprofessionals from widely varying disciplines, all of whom dealt with or impacted on families and their economic situations. Those attending included educators from high schools, colleges and universities, social workers, psychologists and psychiatrists, mortgage lenders from banks and savings and loans and retail credit managers. The forums, structured with both a symposium session and small group workshops, were a great success. Most frequently we were told how valuable it was to the participants to have an opportunity to discuss interests which they held in common with representatives from other disciplines. In both Denver and Atlanta, ongoing programs continued this successful mix of diverse professional interests.

A second report—this time on raising children in a changing society—was published in the spring of 1977. And it is this report and its findings I have been asked to talk about more fully today.

First, we will skim through "the how and the who of the study" . . . after which we'll consider "today's parenting" and its many facets of investigation . . . and then conclude with "children's views on their world."

The "universe" for the study was defined as all families in the United States with children under 13 years of age. That's 23 million families—out of a total of 56 million families in the country.

The sample design was a national probability sample of 1,230 households, representing families of diverse backgrounds and income.

The study included a total of 2,102 interviews with adult family members, the primary respondents. In 469 households, second interviews were conducted with children 6 to 12 years old.

A speech delivered at the Illinois state conference on Current Concerns in Home Economics Education, University of Illinois, March 8, 1979. Single copies of the report on which it is based are available from Consumer Affairs, General Mills, Inc., P.O. Box 1113, Minneapolis, MN 55440.

For guidance, we consulted with an advisory panel of authorities on family life. They helped us develop hypotheses which we used in designing our research questionnaire and gave us advice on how to structure the study to best serve the needs of the professional community. In addition to this panel, nearly 100 other experts were consulted.

Here's the profile of the American family with children under 13, as it emerged in our study. This is a new generation of parents—better educated and more affluent than any previous generation of Americans.

The majority can truly be called "the children of the sixties" for they are still under 35 years of age and have spent their adolescence during the turbulent decade of youth rebellion and the spawning of the new values.

In 11 percent of the households, there is only one parent, almost always the mother. And for 14 percent of the husbands and 15 percent of the wives, this is their second marriage. Sixty-four percent of the families are third-generation Americans. Minority families represent 15 percent of the total.

There is a definite mood of optimism among families today. When asked how things are going in their own families today, even more parents than two years ago—90 percent opposed to 83 percent—report that things are going well. And while only 18 percent thought the country was doing well at the height of the recession, 60 percent today hold this view, a dramatic difference. Parents are confident, too, about the way they're handling problems in their lives. With four items in the study, the way they are getting ahead, the things they can afford for the children, the confidence they feel in the future, and the standards and values of society, confidence is growing today over what it was a few years ago.

Another evidence of our upbeat findings is that 88 percent of parents are very or fairly optimistic about the future. With this background in mind, we turn now to today's parenting and an assessment of themselves by the mothers and fathers who travel today's rocky road of parenting.

While 63 percent of all parents feel they are doing a good job in raising their children, more than a third worry about the job they are doing. Single parents seem least confident and most worried with 50 percent concerned about their performance as parents. Over a third of total parents feel that their children are not as happy as *they* themselves were at a young age. In the case of minority parents, however, 36 percent believe that their children are better off today than in the past.

We asked: Do you agree or disagree that for the children's sake, parents should stay together even when they are unhappy? Nearly 63 percent of parents surveyed disagreed.

As to material aspirations, 74 percent of the parents want their children to be better off than they themselves are in terms of money and success.

Two contrasting groups of parents emerged in the study and we called them the new breed and the traditionalists. The majority of parents are still traditionalists, accounting for 57 percent of those surveyed. The other 43 percent are characterized as the new breed.

Here's where you can size up your own attitudes and decide with which group you are most likely to identify. New breed parents reject many of the traditional beliefs. These parents, reflecting the attitudes of college students of the 60's, are less willing to sacrifice for their children. They hold nontraditional sex role views. They place a lower value on having children.

Their traditional counterparts, on the other hand, hold the opposite views. Basically, traditionalists are child-oriented so when it comes to *not* sacrificing in order to give children the best, the traditionalists score a low 16 percent. The new breed, on the other hand, are 46 percent for not sacrificing.

Where personal values are concerned, the traditionalists place considerably more importance than the new breed on the values of family, religion, hard work, marriage as an institution and saving money.

Among traditionalists, there are some noteworthy signs of accommodation to the new values of the new breed. Only one in three traditionalists (36%) believes that parents should maintain an unhappy marriage for the sake of the children and, like the new breed, the large majority, 64 percent of the traditionalists, agree that parents deserve lives of their own.

Now, do traditionalists and new breed parents differ in the values they transmit to their children? No, they don't—or they differ very, very little. This is one of the noticeable contradictions and a major thrust of the study. While new breed parents have serious doubts about

many of the traditional beliefs by which they were raised, when it comes to their children, they put their own new values aside and teach their children the value of hard work, duty before pleasure, life after death and other traditional tenets.

While almost half doubt or do not believe that happiness is possible without money, all but 13 percent teach this to their children. And while most parents today have doubts about, or reject, such beliefs as "people are basically honest," "my country right or wrong," and "people in authority know best," a majority are still teaching their children patriotism, respect for authority and a perhaps naive belief in the honesty of others. Even though one out of four parents does not believe that sex outside of marriage is morally wrong, these parents teach their children the opposite.

Which brings us to another very timely topic: Who's who these days? Is there a difference in the way parents should raise girls compared to boys? Should parental sex roles continue along traditional lines? Here are the findings among the young American families of today.

By a slim majority, the total parents continue to believe that there is a difference in the way boys and girls should be raised. Traditionalists are more receptive of the idea, the new breed parents less so. Fathers are more conventional about children's sex roles than mothers. The issue, as a matter of fact, is one of the major areas of disagreement between parents, with four out of ten couples disagreeing on this position.

Both fathers and mothers agree that the best student, regardless of sex, should get the chance to go to college. However, fathers agree somewhat more reluctantly, showing lingering traces of chauvinism. The great majority of new breed parents believe that the best students should have college opportunities, only 10 percent favoring sending sons.

Neither group—traditionalists nor the new breed—makes much distinction between the traits they see as most desirable in their sons compared to their daughters. Among traditionalists, there is some inclination to stress neatness for girls, and trying hard to succeed for boys.

Traditionalists, reasonably enough from their viewpoint, place more emphasis on boys being masculine and girls being feminine, and on boys being good in sports.

In all the families—new breed and traditional—parents continue to play the established roles. Mother does the cooking, stays home when children are sick, shops, cleans the house, while Father decides on children's allowances, teaches them sports and how to ride a bike. In many families, it's not so much a question of mother *or* father doing it, but a voluntary sharing of responsibilities.

Next, we turn to problems, big and small, such as drugs and cigarette smoking, not being able to give children all the things they ask for, or the nagging round of arguments about children eating between meals.

Drugs top the list of social influences giving major anxieties to *all* parents. Other problems include broken marriages, inflation, permissiveness in child raising, crime and violence. Compared to these, other factors such as insecurity about jobs, television advertising and quality of education seem to be minor.

The ten major personal concerns centered on parents' own shortcomings and the impact of television violence on children. Children eating non-nutritious food was also considered a big headache.

Some of these concerns are more on the minds of particular groups of parents than others. Minority parents expressed more concern than most parents about their desires for children to be outstanding and greater fears that their children will be mugged or raped. Single parents differ, too. They're more likely to feel that they don't spend enough time with their children, and more insecure about whether they are doing the right things in raising their children. There are also differences between fathers and mothers. Fathers are less insecure about doing the right things as parents and not so likely to give in to their children more often than they feel they should.

Working mothers differ somewhat from nonworking mothers. They're more likely to worry that they don't spend enough time with their children, but they feel less guilty about *not* giving the children everything they want.

Lower income parents expressed more concern about wanting children to be outstanding and having guilt feelings when children want things they can't afford.

Then there are the nagging problems created by the children, the kinds of things that irritate parents, create tensions and generate arguments: (1) eating habits, (2) bad-tempered

behavior, and (3) the "gimmies," i.e., children always asking for things they see advertised.

As you might expect, subjects which parents find hard to discuss with children are headed by homosexuality, closely followed by such basic and important topics as death, sex, family problems, parents' own shortcomings and money.

Now, one of the most debatable topics of the ages: Should we spare the rod and spoil the child? Is moderation the best solution? Is the seat of the pants the seat of learning? How, now, is discipline actually handled these days?

Our survey report divided today's parents into three groups on the basis of their approaches to and their feelings about discipline: 23 percent are permissive, 51 percent temperate and 26 percent strict. Permissive parents are definitely new breed parents, strict parents are definitely traditionalists, and the temperate group includes both.

Fathers like to think of themselves as the disciplinarians. The consensus among parents, however, is that it is actually the mother who does the punishing.

Likewise for patience—fathers tend to think of themselves as the more patient of the two parents. But when it comes to a final tally, mother gets the higher score.

Beyond yelling and scolding, spanking is still the principal form of punishment in most families with children under 13. One out of two agrees that he or she has spanked the children in the last few months.

It is not really possible in a study such as this to probe seriously the delicate question of child abuse. We did ask: Have you often or sometimes lost control and punished children more than they deserved? Single parents—reflecting, perhaps, the additional strains of raising children alone—are more likely to have lost control and punished children more than they deserved; forty-one percent for single parents versus 33 percent for total parents.

On the opposite side of the coin is the matter of rewards. Here the parents are remarkably alike despite income brackets, with the main rewards for good behavior, aside from a kiss or a hug, being giving the children extra money or allowance.

And in agreement with the recent Supreme Court decision that schools should discipline children, 81 percent of America's young parents give a resounding assent.

Young parents are faced with many controversial issues and decisions today. On the subject of crime, most parents agree that it's a good idea to discuss things like crime and rape with children. Minority and lower income parents are somewhat more ambivalent.

As for medicine, more than a third of the minority parents do not feel it's necessary to inoculate children against polio, because they believe the disease has been conquered.

Even in this age of the women's movement, the question of working mothers is still far from resolved. The great majority of parents, both mothers and fathers, believe that a mother of young children should *not* work unless the money is needed. Even among working mothers themselves, 75 percent believe mothers of young children should stay home if they can afford to.

Television is among the more controversial issues with parents. But when all is said and done, by a vote of three to one, parents (73%) believe that their children have learned many good things from television while 23 percent believe it has been a bad influence.

Next, how do parents feel about seeking advice? For most parents, the thought of seeking advice for their children's problems is still a foreign idea. Whether the children are simply unhappy or are in trouble with the police, the instincts of parents are to try to handle the situations by themselves. But when children do badly in school, parents turn to the teachers.

Once they are ready to seek help for children's behavioral or psychological problems, parents look first to the schools, family doctors, priests, ministers or rabbis or professional child psychologists. Not so likely to be sought are social agencies, social workers and clinics.

Despite anxieties, problems and controversies, when they sum up their feelings about being parents, 90 percent of the mothers and fathers agree that if they had to do it again, they would still have children. The response to this question was very similar for traditionalists (92%) and the new breed (89%). Most doubts were expressed by minority parents and single parents.

But now let's hear it from the children. Guess who turn out to be the true traditionalists in today's society? The children, of course. Here's the proof. Strongly traditional beliefs, with just one exception, the last item on the list: both boys and girls believe that it is all right for their mothers to go to work if they want (76%).

Children feel just as strongly that it's all right for parents to spank. How about that! They consider cooking their mothers' job, in the spirit of traditionalism, and they are somewhat

ambivalent about parents separating if they are not happy. Smoking by parents is frowned upon, but more see it as permissible for fathers to smoke than for mothers.

Are they happy with their lives, these tiny traditionalists? Yes, childhood seems to do well by them and, in general, children express satisfaction with their homes, schools, neighborhoods and friends.

What is their outlook on life? The boys are more materialistic than the girls. Among the boys, 51 percent put money ahead of self-fulfillment; among the girls, 65 percent place doing whatever they want to do when they grow up ahead of being rich and successful.

And how do they size up each other? Among children, some sex stereotypes are blurring, others remain. It is boys from six to nine who are most likely to agree that girls are not as good at sports and physical activities as boys.

And how do the children face up to the family problems? They agree with their parents that television and the "gimmies" are among the main sources of friction in the household but they put arguments about chores at the top of the list. And new breed children are just as likely to argue with their parents about things like homework, grades and table manners as their peers who are brought up by stricter, more traditional parents.

The children's complaints about their parents are similar to complaints of the parents about their children. New breed children suggest that their permissive parents may be faster to spank or hit their children than are the more traditional mothers and fathers. On the other hand, new breed children have fewer complaints about not being able to eat snacks or get the things they want.

What do they say about parents' expectations? New breed children feel less pressure from their parents to excel in school, to be popular or to be outstanding in other ways among their peers.

And getting down to the really tough ones: Just how involved are children with delinquency? Lots—particularly children between the ages of 10 and 12. Sixty-two percent of them know children who have taken something that didn't belong to them, 44 percent know children who have been in trouble with the police, 28 percent know children who have run away from home and 25 percent know children who have tried drugs. About 15 percent volunteered that they themselves had been in similar kinds of trouble.

Will they confide in their parents? Not all of them. One out of four children would try to keep it from parents if s/he were in trouble in school, and among children whose parents earn more than $20,000 a year, the number climbs to one in three. As a matter of fact, in many areas communication is a problem. Children find it hardest to communicate with school principals (46%); teachers (41%); doctors (34%); and members of the clergy (32%). They find it easiest to communicate with their friends and their mothers.

And how do children differ? Children of minority parents differ in several important ways: They like many aspects of their environment *less*, including their teachers and school principals, their homes and neighborhoods and children in the neighborhoods. However, they enjoy playing with children of different races more than other children do.

Minority children are also more likely to feel the pressures of their parents' expectations of them to do well in school, in sports and other areas of life. Children of single parents are more likely to complain, or argue, with their parents about a variety of topics.

Children of working mothers are worldly wise. They are more likely to have known children who have played hookey, been in trouble with police, run away from home and tried marijuana. And they're sophisticated in other ways. Children of working mothers are less likely to view their parents as old-fashioned. They are readier to agree that parents should separate if they are not happy. And they are less likely to feel that it's mother's job, not father's, to cook and clean.

Money makes a difference, too, of course. Children of upper income families are less *likely* to feel the pressure of their parents' expectations in many areas: doing well in school, setting examples, being the best in the class, and so on.

Now for their similarities and such stuff as dreams are made of. . . . What do today's children want to be when they grow up? Regardless of differences in backgrounds, American children share very similar views on the subject. Movie stars, entertainers, athletes, doctors, lawyers, teachers, firemen and policemen head the list of hoped-for careers.

Among the girls, 23 percent say that they want to be mothers. Science, aviation and the clergy rank very low on the list of choices of either the boys or the girls—and, perhaps reflecting our recent Watergate problems, only 2 percent aspire to be president of the United States.

(continued at bottom of page 13)

REVIEW AND EVALUATION OF CONSUMER AND HOMEMAKING EDUCATION PROGRAMS

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The National Institute of Education (NIE) Vocational Education Study, since it was mandated by Congress through the Vocational Amendments of 1976 (PL 94-482), has drawn increasing attention from educators representing all vocational fields. As it has taken shape, the "NIE Study" has acquired a variety of meanings for different constituencies, depending upon their vocational orientation. Some confusion seems to persist. Misunderstandings apparently resulted from the fact that the total undertaking—a large-scale review and evaluation of vocational education programs in the United States—actually encompasses four major studies, which are further broken down into various substudies, projects, and inquiries. Therefore, it is important for clarity in communication to distinguish among the component studies when talking about the NIE Study.

Component Studies

The big NIE Study encompasses four major studies:

1. Distribution of Vocational Education Funds,
2. Compliance with Applicable Laws of the United States,
3. Means of Assessing Program Quality and Effectiveness, and
4. Review and Evaluation of Consumer and Homemaking Education Programs.

As interrelated parts of a calculated plan, the four studies are expected to produce a composite description of vocational education nationally and to show the influence of Federal legislation on programs. The findings will be reported directly to Congress in Fall 1981 and used in making decisions on future legislation.

Although information on home economics programs will be incorporated with data gathered in the first three studies cited, it is the fourth major study, Review and Evaluation of Consumer and Homemaking Education Programs, that is attracting the most interest and concern among home economists involved with education. The Consumer and Homemaking Study, which is comprised of substudies, addresses two fundamental questions: (1) "Do federally-funded C & HE programs provide a distinctive and needed function in education?" and (2) "Should vocational education legislation provide financial support for these programs?"

(continued from page 12)

And that, in summary, is what the American Family Report on raising children in a changing society has to tell us.

Our third American Family Report will focus on the challenges of family health and will investigate preventive health attitudes and practices, satisfaction with health care and methods of handling its costs and the mental and emotional health and well-being of America's families. We see a future of accelerated efforts to bolster the American family in every point of contact with the world in which it exists. The American family is alive and well. It needs the belief, support and planning of each of us in our professional concern for it.

1979 is the International Year of the Child—evidence of worldwide concern for our future citizens. We are issuing our third report as a part of the celebration of the IYC. We have tried to serve a purpose by identifying some of the needs of families and by putting experts from many disciplines in touch with one another's thinking. We don't plan to stop there. We hope that you, too, will assimilate some of the excitement and hope that we found in these past five years' experience and that it will be communicated in your work with young people.

Input from Home Economists

Members of the home economics profession should feel reassured that they have had representation in the Consumer and Homemaking Study since its inception. Dr. Marion Minot, Cornell University, spent a year's leave in Washington to assist the NIE Project Director, Dr. Henry David, in making plans, and she has since served as a consultant for the project.

As an initial step in launching plans for conducting the Consumer and Homemaking Study, NIE commissioned several home economics educators to write position papers which focused on their perceptions of issues and beliefs related to consumer and homemaking education. A collection of these papers, *The Planning Papers on Consumer and Homemaking Education Programs, Vocational Education Study Publication No. 2,* was published in April, 1979. Included are three topics: "Consumer and Homemaking Education Today: An Analysis" by Dr. Ruth Hughes, Iowa State University; "Assessment of Consumer and Homemaking Education" by Dr. Aleene Cross, University of Georgia; and "Legislation for Consumer and Homemaking Education" by Dr. Elizabeth Simpson, University of Wisconsin. In addition to establishing a foundation for directing further inquiry, the three papers will undoubtedly serve as resources for college and university classes studying perspectives and issues in home economics education.

Nature of the Consumer and Homemaking Study

The Consumer and Homemaking Study is the most comprehensive review of funded home economics programs since they were first established by the Smith-Hughes Act of 1917. It is a curious fact that qualitative and quantitative information about these programs has never before been compiled on such a scale. Needless to say, the potential implications of this study are significant in terms of future legislation and directions in home economics education.

Approximately two-thirds of the total NIE Study is being conducted "extramurally." That is, the Institute contracted with outside agencies and individuals to conduct portions of the research. For the Consumer and Homemaking Study, two contracted projects are of primary interest: "The Effectiveness Study" and "The Responsiveness Study."

Effectiveness of Programs

Dr. Joan McFadden, Utah, and Dr. Mildred Griggs, Illinois, were engaged to undertake research for the "Effectiveness Study of Consumer and Homemaking Education Programs." Their charge was to gather together materials and information that deal with questions of effectiveness from all possible sources throughout the country. Of particular interest to the researchers are reports and/or studies "which evaluate the knowledge and skills imparted as a result of participating in C & HE programs, such as (1) increased knowledge of the subject matter, (2) attitudinal changes or interest developed in the subject matter, or (3) functioning capabilities or skills acquired as a result of participating in these programs."

Responsiveness of Programs

Contract Research Corporation of Belmont, Massachusetts received the grant for the substudy, "NIE Responsiveness Study of Consumer and Homemaking Education." Dr. Donna Blaess is Project Director. An Advisory Panel of home economists was formed to provide guidance and consultative assistance for the project staff. Panel members include Camille Bell, Texas; Barbara Gaylor, Michigan; Nancy Johnson, Washington; Elizabeth Simpson, Wisconsin; and Anita Webb-Lupo, Illinois. Working with the Advisory Panel are Bertha King, USOE; Marion Minot, Henry David, Donna Blaess, Gerry Hendrickson, and Louise Corman of the NIE and project staffs.

The Responsiveness Study addresses two fundamental questions:

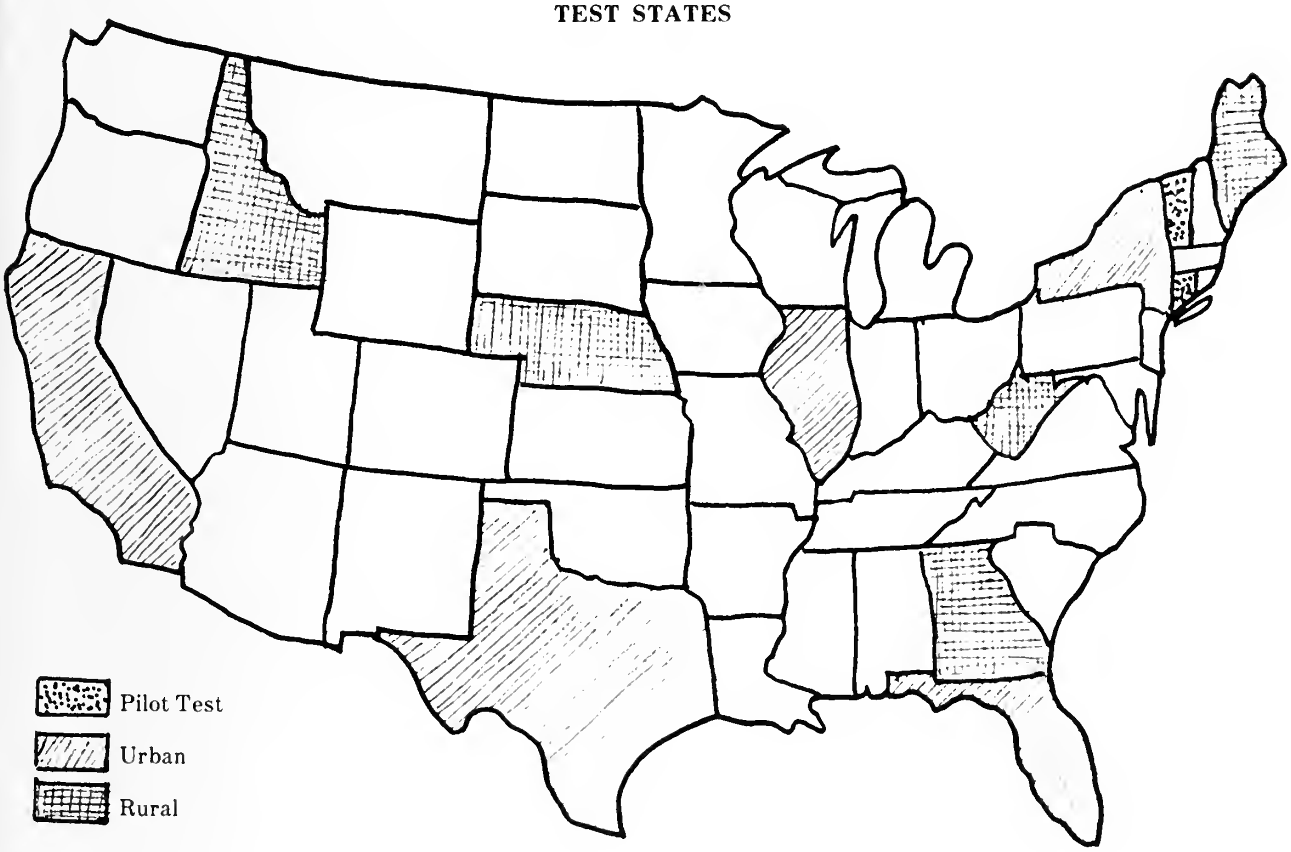
1. "Are those responsible at Federal, State, and local levels for implementing C & HE carrying out the intent of Congress with regard to who is served, the relation of the instructional programs offered to the national, regional, and local needs specified in the legislation, and with the intended 'ripple' effects upon non-federally funded C & HE programs?"

2. "What in the present C & HE system ought to be continued in order to assure continued progress and responsiveness, and what needs to be changed in order to improve responsiveness?"

The first phase of the Responsiveness Study, which was completed during the first half of 1979, dealt with developing and field testing methods of data collection, application of criteria, and interpretation of preliminary data. Pilot tests were conducted in Vermont and Connecticut.

The next phase, which will be completed during 1979-80, involves ten states. Five "core states" will be in common with the other NIE vocational education studies. These are: California, Florida, Illinois, New York, and Texas. These are classified as "urban" states. Others to complete the ten are designated as "rural": Georgia, Idaho, Maine, Nebraska, and West Virginia. Participation of the states was contingent upon cooperation of the chief state school officers. All originally selected states were granted approval to participate. Criteria for state selection—carefully considered and set in advance—included such factors as geographical distribution, population, extent of Federal financial support, and level of program activity.

TEST STATES



State visits were scheduled to begin in October, 1979. Prior to the visit dates, project staff extracted information from existing state documents and collections of data to develop "state profiles" on consumer and homemaking programs. The state profiles were planned to serve as resources for briefing and study by site interviewers in preparation for their visits. It is anticipated that the field researchers will conduct interviews in each of the ten states over a period of one to two weeks. Using an instrument which has been refined and revised by the Advisory Panel and others, they will pose questions, take notes, and possibly tape some interviews. In addition to talking with key personnel at the state level, the field researchers will visit local programs selected in advance in cooperation with state supervisors. Written reports of the state visits will be sent to state supervisors to review for accuracy and clarity. In the process of analyzing the data collected, the project staff will develop individual case studies and cross-site summaries. Their Report, which will also include conclusions and generalizations based on the sampling of the ten states, will be submitted to NIE for further review and analysis before it is transmitted in final form to Congress.

Key Questions on Responsiveness

Among the crucial issues to be investigated in the Responsiveness Study is that of funding—how funds are used, and what kind of impact Federal funds have had on the C & HE system. The study also seeks to identify methods used by states to allocate dollars and to determine whether these methods tend to enhance or impede program improvement in terms of legislative criteria. The relationship of State and local priorities to the specifics of Federal legislation will also be scrutinized. Dr. Blaess, at the St. Louis annual meeting of AHEA, provided some examples of specific questions to be asked: "What were your reactions to legislation when it was initially enacted?" "Which of the various provisions were easy to implement?" "What effects have Federal funding requirements had in your state?" "What changes in subject matter emphasis occurred in programs, services, and activities since 1968—1972—1976?"

Reactions to the Responsiveness Study

Contrary to pessimistic predictions, many professionals in states to be visited are welcoming the chance to participate in the NIE Responsiveness Study of Consumer and Homemaking Education Programs. By and large, home economists have already proved to Congress that they are tough as well as committed to their field. It is my opinion that the C & HE study should be perceived as a challenge rather than a professional threat. Only through a study of this magnitude will we come to grips with the current status of the more traditional aspects of our educational programs and find inspiration and direction for needed improvements. The process of review and evaluation, even though it may involve professional self-confrontation, can be and often is an exhilarating growth experience.

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Personal interviews with project participants.

What do you think needs a REDEFINITION? or a REVALUATION? Send us your ideas . . . your redefinitions . . . your new priorities. . . . If you don't have time for a letter, jot them down on the survey form included in this issue.

ILLINOIS STATE CONFERENCE ON CURRENT CONCERNS IN HOME ECONOMICS EDUCATION

GROUP DISCUSSION SUMMARY

Prepared by
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General Mills' American Family Program: A Commitment to the Consumer

Small group discussions concerning Bonnie Martin's presentation focused on implications for Home Economics Educators. Suggestions from the various groups included the following:

1. Continue to develop Occupational Homemaking Programs which provide students with knowledge and skills that prepare them for the dual role of homemaker and wage earner.
2. Develop curriculum addressing concepts related to identified social and personal concerns such as inflation, drugs, physical fitness, day care, discipline, child abuse, working mothers, and development of self-concept.
3. Address specific issues which include: nutrition, communication, single parents, low income family concerns, and minorities in the development of relevant curriculum in all Home Economics classes. Resource materials in these areas need to be available for secondary teachers. At the preservice level, teacher educators should prepare potential teachers to deal with these issues in their classrooms and in planning appropriate programs and teaching strategies.
4. Continue to develop curriculum in the area of parenting education; avoid changing course titles just to meet the requirements of a funding source.
5. Provide in-service opportunities for teachers in the area of parenting education.
6. Recognize the increasing role of the school in assisting the student in the development of skills for living.
7. Provide in-service opportunities for teachers for the purpose of developing skills which will enable them to assist their students in developing positive coping skills and skills for living.
8. Continue emphasis in the classroom in the areas of value clarification, role identification, career development and the elimination of sex stereotyping.
9. Involve advisory councils, community persons and professionals from areas outside home economics in planning programs in home economics education.
10. Utilize an interdisciplinary approach to developing curriculum when appropriate.
11. Involve Home Economics teachers in teaching nutrition at all levels in school.
12. Provide in-service education in nutrition education to enable home economics teachers and elementary teachers to become more competent in this area.
13. Develop bibliographies of resource materials available in the various areas of home economics.
14. Provide leadership for the development of curriculum materials.
15. Utilize consultant assistance from State Department of Education.
16. Provide in-service education for teachers concerning mainstreaming, handicapped, and disadvantaged students in the home economics classroom.
17. Develop teaching strategies and materials that can be used in the home economics classroom with bilingual and limited English speaking students.
18. Present a united front as home economics educators in responding to social issues.

NIE Evaluation of Homemaking and Consumer Education

Recommendations for home economics educators in reference to the NIE Study included:

1. Identify ways to assist State Department of Education in Phase II, the Survey Phase of collecting information.

2. Prepare for the 1980-81 Phase III on-site visits to the local program by collecting pertinent data and documenting successes in local programs.
3. Participate in the Illinois Vocational Home Economics Teachers Association HESS (Home Economics Success Stories) Award program and encourage other home economics educators to do the same.
4. Document all successful experiences and innovative programs and send the information to the State Department of Education.
5. Write letters to Representatives to request increased funding for vocational education for FY 1980.
6. Identify strategies to create a more positive image of home economics and strategies to promote the profession of home economics to legislators.
7. Provide in-service education for home economics educators on how to be more effective with legislators in promoting home economics and vocational education.

Inflation as a Societal Problem (based on an address by Dr. Paul Wells, University of Illinois professor of economics)

Suggestions from group discussion included:

1. Provide experiences in the classroom which enable the students to recognize inflation, unemployment, poverty, and racism as social problems which have a serious effect on individuals and family life.
2. Assist students in the development of positive attitudes toward nutrition and health.
3. Develop curriculum materials focusing on economic planning throughout the various phases of the life cycle.
4. Promote awareness of the need to do economic planning for the future.

Home Economics Redefined (based on address by Dr. Mildred Griggs, Home Economics Education, University of Illinois)

Participants in group discussion suggested that home economics educators:

1. Increase awareness level of home economists concerning the importance of their individual input in the quest for definition.
2. Promote participation in regional meetings concerning home economics redefined.

THE FAMILY AS EDUCATOR

Kinsey B. Green
Executive Director
American Home Economics Association

A speech delivered at the 3rd Annual Conference of the Family Study Center, Division of Home Economics, Oklahoma State University

What have you learned in the past month? Where did you learn it? Who taught you? Did your family contribute to that education?

According to Hope J. Leichter, Columbia University,

> The family is an arena in which virtually the entire range of human experience can take place. Warfare, violence, love, tenderness, honesty, deceit, private property, communal sharing, power manipulation, informed consent, formal status hierarchies, egalitarian decision-making—all can be found within the setting of the family. And so, also, can a variety of educational encounters, ranging from conscious, systematic instruction to repetitive, moment-to-moment influences at the margins of awareness.[1]

That the family plays the role of educator is a given, non-negotiable premise. It is not a question of *does* the family educate but rather *who learns* in the family context? *Who teaches?* How does the educational *process* transpire in the family? What *resources* are used? What are the *results*? What is *learned*?

According to Ellen H. Richards, founder of the profession and body of knowledge of home economics, "The family is the heart of the country's life, and every philanthropist or social scientist must begin at that point."[2] And so, the family is the point at which we begin today, in order to examine the processes and contexts in which human beings are educated.

Learning in the family environment makes sense. The laboratory is always accessible, the content is realistic, the "teachable moment" can be capitalized, the resources are reasonable, decisions are imminent, the learning can be custom-tailored to the reality of the learner's life.[3]

For purposes of today's discussion the concepts of education, development, socialization, and enculturation will be used almost interchangeably. Recognizing that this is imprecise, I also acknowledge that the content and the process by which education in the family takes place makes the delineation sometimes difficult and complex. According to Getzels,

> It is a peculiar fact that until recently students of socialization omitted from consideration issues of education, and students of education omitted from consideration issues of socialization. The one group attended to the family, which presumably socialized, but did not educate; the other group attended to the school, which presumably educated but did not socialize.[4]

Getzels refers to the *Encyclopedia of Educational Research* with 200 articles on education and an index of several thousand entries, but with no reference to socialization! Apparently never the twain shall meet! In the family, however, they most certainly do meet. The scholars of the family's role as educator state conclusively that the basic content learned in the family may be summarized as communication and values—how to articulate and interpret one's experiences and how to discern the significant and important from among those experiences. Therein are education and socialization inextricably interwoven.

The significance of the family as educator has been historically documented. The two classic references on the historiography of the family (Willystine Goodsell, *A History of the*

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[1] Hope J. Leichter, "The Family as Educator," *Teachers College Record*, 76 (December, 1974), p. 175.

[2] Ellen H. Richards, *The Chemistry of Cooking and Cleaning* (Boston: Estes and Laureat, 1882), p. vi.

[3] Norma Bobbitt and Beatrice Paolucci, Co-directors, *Home as a Learning Center* (East Lansing: College of Human Ecology, Michigan State University, 1975), p. 198.

[4] J. W. Getzels, "Socialization and Education: A Note on Discontinuities," *Teachers College Record*, 76 (December, 1974), p. 218.

Family as a Social and Educational Institution, 1915, and Arthur W. Calhoun's *A Social History of the American Family,* 1917-1919) both conclude that only as the family became perplexed by the complexity of new environments, new roles, specialization, technology, a consumption economy and urbanization, were professional, specialized institutions for the education of the young required. John Dewey's works concurred with this analysis.

Other research, including the works of Burton White regarding the significance of events of the first three years in the development of the individual, and the Coleman and Jencks research on the effects of inequality, have concluded that the components of family environment —structure, socioeconomic status, resources, education—have far more impact on the outcome of an individual life than does any other single factor, including the school.[5]

Who educates in the family environment? Everybody who participates in that family does. Who learns in the family? The response is the same—everybody who participates in that family. Those statements may seem simplistic but most of our attention has been concentrated, by researchers and by model program development, on parents, particularly the mother, educating the young child. Much of that research springs from a psychoanalytic framework. Not denying the importance of that relationship, we could ask: why haven't we attended to adults learning from children, siblings learning from each other, adults teaching each other, grandparents learning from the young and teaching the young? Consideration of all the combinations and permutations of who educates whom is mind-boggling!

How is the education transmitted? Research indicates that it is through four major processes: through modeling, via imitating and identifying with one another; through initiating direct teaching; through insulation from the learning occurring elsewhere (the concept of the home as a refuge, a nest, a haven from the unpleasantness of things learned elsewhere); and through mediation of learning from other sources. Leichter has said that everything learned elsewhere ". . . [for example] report cards, physicians' and social workers' recommendations, evaluations of job performance all are cast into the crucible of family discussion and become subject to its transformation."[6]

The Content of Education in the Family

What is the *content* of the education in the family? I alluded earlier to the summary: communication and values. Allow me to expand upon that. I believe that it is basically from the family that an individual human being learns self-identity and self-worth; power structure; roles; management of resources; coping skills, including how to meet conflict, and even how to fight; the value of work; a basic sense of integrity, honesty, what is acceptable and what is not acceptable; language codes including both verbal and nonverbal; defense mechanisms; and a basic sensitivity (or lack of) to the merit and dignity of other human beings and the nurturing skills required to foster that worth. We even learn territoriality, privacy, what's edible, what's usable—*and* what's funny. It is clear that here we are talking about education, not training. We are saying that families must teach members how to learn creativity, flexibility, initiative, the power of self-determination, insight, so that when roles as yet only dimly seen emerge and the world changes so that the feeling of an earthquake beneath one's foundations is prevalent, the ability to change, to cope, to *be* is there, and can be translated into an intelligent response.

Learners in the Family Environment

Who learns in the family? Specifically, who learns and the content learned is related to developmental tasks of various phases of the family life cycle. Most of the research attention has been concentrated on what the young child learns. According to Pickarts and Fargo,

> Today's child at birth does not differ greatly from his ancestors of the late Stone Age. His frame is neither larger nor more complex. His senses are no more acute. He inherits nothing more in the way of moral propensity or social awareness. Yet we expect him, within a few short years, to behave as a civilized adult in a complex society. If he is to do so, his learning

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[5]See for example, Burton L. White and J. C. Watts, *Experience and Environment: Major Influences on the Development of the Young Child* (Englewood Cliffs: Prentice Hall, Inc., 1973) and Christopher Jencks, *Inequality: A Reassessment of the Effect of Family and Schooling in America* (New York: Basic Books, 1972).

[6]Leichter, *op. cit.,* p. 214.

cannot be left to chance . . . every child who is to live in a civilized society must learn some of the things that adults have to teach him. That is why we have homes. That is why we have schools. If both *[or either]* reject their responsibility the results will be disastrous.[7]

Brofenbrenner in his book, *Two Worlds of Childhood*, has stated that clearly the family is the institution which stands at the core of the socialization process in American culture.[8]

Shaefer, Burton, Jencks and others have confirmed the importance of the early years. Indeed that is the raison d'etre for the growth of parenthood education programs. According to the Michigan State study, *Home as a Learning Center*, not only are adults direct teachers of skills, but they serve as indirect models as well ". . . as they hypothesize, think out loud about alternatives, plan, cope, manage, set limits, encourage dependence or independence and reinforce."[9] Shaefer has stated that the

> . . . mean level of intellectual development tends to be established as early as three years of age, and the schools don't change it; they merely educate at the level to which the family and community has initially developed the child's skills. I found that most socioeconomic groups tested their own level by the age of three.[10]

A second kind of learning relationship within the family context is siblings teaching each other. The process by which this education occurs seems to be primarily via mediation of parental education and serving as an evaluation reference point for learnings obtained elsewhere. From siblings, one learns power, sex-role identity and self-definition.

Although common sense would indicate that adults learn from the young and that elderly parents learn from their middle-age offspring, the research in these areas is sparse. There is a substantial body of knowledge, however, regarding home as a learning center for the acquisition of knowledge and skills through family members teaching each other or through self-instruction in the home environment. Researchers indicate, in fact, that 75 percent of American adults engage continuously in some form of continuing education. These results have been confirmed through data gathered from a variety of populations, including social science professors, politicians, pharmacists, and mothers of school age children.[11] As developmental tasks of the family change, where are the resources and the environment for learning these new tasks? As resources change (e.g., energy scarcity, money eroded by inflation, housing shortages), how shall the people learn new ways to manage? The home as a learning center is a natural response.

The elderly family member as learner and as teacher is for the most part, an unstudied relationship. Margaret Mead has stated that the speed of change is such that elders in a sense are immigrants to a new world; they must learn from their children how to live in that world.[12] According to Leo Simmons,

> Everywhere the human cycle begins with dependency of the young upon those who are older; and it ends, if later in life, with dependency of the old on those who are younger—and with both dependencies deeply rooted in kith and kin. With rare exceptions, and despite potentials for strife and tension, family relationships are more intimate, responsibilities more reciprocal, and personal ties more long-lasting than in any other association shared generally by human beings.[13]

Mead has studied the grandparent as educator. She has said that the phrase,

> "You'll never understand the Depression" separates old and young who have not talked enough together through the years. The difference between those of us whose first thought was of Lincoln when John Kennedy was shot, and those who said "That this should happen in America" is very deep.[14]

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[7]Evelyn Pickarts and Jean Fargo, *Parent Education* (New York: Appleton-Century-Crofts, 1974) quoted in Eloise Murray (editor), *The Family: The Child's First Learning Environment* (Paris, France: UNESCO, in press), p. 84.

[8]Urie B. Bronfenbrenner, *Two Worlds of Childhood* (New York: Russell Sage Foundation, 1970).

[9]Bobbitt and Paolucci, *op. cit.*, p. 16.

[10]Earl S. Shaefer, "Parents as Educators: Evidence from Cross-Sectional, Longitudinal and Intervention Research," *Young Children*, 27 (April, 1972), pp. 227-239.

[11]Bobbitt and Paolucci, *op. cit.*

[12]Margaret Mead, "Grandparents as Educators," *Teachers College Record*, 76 (December, 1974), p. 240.

[13]Leo Simmons, "Family Life, Family Relationships and Friends," paper prepared for the White House Conference on Aging, 1961, quoted in Bobbitt and Paolucci, *op. cit.*, p. 28.

[14]Mead, *op. cit.*, p. 248.

What we learn from grandparents, indeed from all elderly persons is a sense of time, permanence, continuity, optimism about the ability to change. According to Mead,

> Without grandparents, families develop a sense of "timeless present"—exacerbated by the growth of suburbia. The result is isolation of each age and class and ethnic minority within its own zoned territory or strangled inner-city slum. If all the adults in the community are in the same age group, have about the same income, and are ethnically homogeneous, the children grow up to accept the small world in which they live as the only version of reality.[15]

The poverty and jeopardy resulting from the absence of the elderly in a home or community is reflected in Mead's comment:

> So the last decades have given us an increasingly present-bound generation, a generation who assume that the world is somehow finished, although possibly finished wrong. . . . Living in a world in which there is no one to represent the possibility of change, or even the conditions of the past, they find themselves unable to believe in the future. . . . Yet somehow we have to get the older people, grandparents, widows and widowers, spinsters and bachelors, back close to growing children if we are to restore a sense of community, a knowledge of the past, and a sense of the future to today's children.[16]

How tragic to deny the young experience with the elderly under the pretense of saving them the inconvenience, the sacrifice, the burden of caring for the old. How else shall they learn how to grow old? Where else shall they find role models?

Implications for Professionals Who Work on Behalf of Families

And now, so what? What are the implications of what is known about the family's role as educator for professionals such as home economists, health educators, sociologists, ministers, community service providers, consumer educators, media specialists, counselors, educators in formal institutions? The implications and solutions for strengthening the family's ability to function as educator may be considered on two levels. First is the tangible, specific, easier-to-implement.

We must make the programs we offer accessible to the people through home contacts, neighborhood cooperatives of information, wiser use of the media, better utilization of paraprofessionals and volunteers. The Michigan State University study "Home as a Learning Center" found that families most want to learn values, feeding the family, interpersonal relationships and recreational skills. In that study of blue-collar families, the adults reported that they are more likely to contact a friend/neighbor/relative than a formal organization or agency for help. They use the television, magazines, books and radios, in that order, to obtain information. They engage in self-instruction or shared teaching mostly at night, weekends, during the summer months. Unfortunately, however, the "linkers" who conserve the community, by connecting sources of knowledge with the potential learner, for example, extension home economists and agricultural agents and community organization representatives, reported that they use brochures and pamphlets as their main teaching vehicle; conduct most of their instruction during weekdays, during the school year; and commit few resources to values education![17] We must close that gap. We must get ourselves into that capacity of "trusted expert" so we will be used as resources. Information must be more readily accessible to families who wish to learn new knowledge and new skills in order to cope with their changing lives. Why couldn't financial planning information; information about resource conservation, particularly housing, food, money, energy; nutrition information; interpersonal relationships knowledge be made available through a volunteer corps, in the laundromat, bus and train stations, the bar, the grocery store, the clinic waiting rooms? Why can't we find creative ways to use popular media approaches—prime time television; radio; community newspapers; popular, even pulp magazines; for examination and discussion of values, discussion of the consequences of alternative paths of action, implications for the here-and-now and implications for the future?

[15] *Ibid.*, p. 245.
[16] *Ibid.*
[17] Bobbitt and Paolucci, *op. cit.*

The second level of implications for professionals concerned about the family as educator is more complex and more abstract. We need to study seriously the alternatives for *enabling families to function in their own strength,* in an educational role. Much of the research on the family as educator has focused on the negative—a deficit orientation (e.g., effects of a verbally inadequate mother; absent father, etc.). More of our research must study the *positive* aspects of the family as educator so that constructive conditions can be replicated. What are the directions of influence? Who besides the young child is indelibly influenced by the family as educator? Especially what is the role of the father, sibling, young children, grandparents in the education of other family members? A second major focus should be on the cost and effectiveness of intervention programs. We have tended to perceive intervention as crisis management, remediation, therapy—in effect shutting the barn door after the horse has escaped.

Edward Banfield[18] has actually proposed that the solution to improving an individual's chances at success as a human being is to sell and transplant children from poverty-stricken families to families with resources adequate not only to support economic needs, but to supply the education necessary. What an outrageous proposal! But what are the alternatives?

I am endorsing enthusiastically a concept of ecological intervention, first named and promoted by Urie Brofenbrenner of Cornell University, College of Human Ecology. Ecological intervention for the family as educator includes strengthening the environment in which the family functions, thereby enabling the family to do well what it already knows how to do. Specifically, I am proposing three intervention components: full employment, integrated housing, and family life education.

Every major policy study on the family in the past ten years has concluded with the major priority of employment for the head of the household, thereby increasing self-concept, exposure to the rest of the world, ability to relate positively to others, time to live, and economic resources to live independently.

Integrated housing, which abolishes the ghettoes of poverty, isolation by age categories, and separation by socioeconomic and cultural differences, is essential. How else shall we learn from people different from ourselves? How shall we gain a sense of time, of continuity, of the ability to change, to grow? How else shall we expand our concept of the world and its realities and opportunities?

Finally, family life education, from k-infinity, is essential and universally applicable education. Learning family roles, interpersonal relationships, resource management, decision-making within the family context, are necessary in order for all human beings to be self-sufficient, productive persons, en route to self-actualization.

Obviously, policy questions are implied. Who shall be responsible for ecological intervention? What is the price tag? Conversely, what is the risk, the cost if we ignore the family as educator, and fail, as a society, to provide the climate and the resources in which that role can be fulfilled systematically and competently?

As I prepared for this presentation, I talked about the ideas with many colleagues. One responded, "What's to say? 'Train up a child in the way he should go and when he is old, he will not depart from it.'" It is evident that the issues are not that simple. We are talking about education, not training. Who determines "the way he *should* go"? What are the risks of *not* departing from early indoctrination? The issues surrounding the family as educator are complex—but not insoluble.

The strength of the family as an educative institution is a given. How shall we, as professionals, perform differently to enable that strength?

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[18]Edward C. Banfield, *The Unheavenly City Revisited* (Boston: Little, Brown and Co., 1974).

Time management

Phyllis Worden 1/

no. 11.004

Quick Facts

All people have the same amount of time; it's how we use it that differs.
There are three main types of time: clock time, biological time and psychological time.
Clock time is the most familiar—office hours, starting times, dinner times, 24-hour days.
Biological time is related to bodily processes and changes that occur either consciously or unconsciously—biorhythms, bodily cycles, hunger cycles, birth cycles.
Psychological time refers to an awareness of the passage of time—when we are enjoying ourselves we are less aware of the passing of time; stress, worry or fear cause one to lose time.
A good share of attitudes are counter to good time management.
Eliminating time wasters will improve time management.

All people have the same amount of time. It is how they use it that is different. Effective use of time requires personal management. Being over-organized can be as much a problem as being disorganized.

Concepts of time are engrained early in our development. We often use time in relating to ourselves: "I'm a late bloomer;" "He's a burnt-out case;" "She has peaked early." Children very quickly tune out—"It's time to eat;" "It's time for bed."

Time management really is managing ourselves in relation to the clock rather than managing the clock. If you needed more time to do everything you want to do, how much more time would it take?

There are three main types of time: clock time, biological time and psychological time. Understanding each is important to understanding our relationship and inefficiency to time.

Clock Time

Clock time is perhaps the most familiar time to us. Examples are:

—Office hours (at least office opening and closing hours).
—Starting time for meetings (remember that you'll probably accomplish more if you also set the length of meetings).
—Dinner hours are usually set by clock time.
—Time consciousness—i.e. arrive 10 minutes early, on time, or 10 minutes late.

Americans are oriented to a 24-hour day. In one research study, two subjects who stayed in caves for two months lived longer lives—24.8 hours for one, 24.6 hours for the other.

Ask yourself:

Do you really need seven to eight hours of sleep a day?

Are you always hungry at 12 noon no matter what you ate nor how late you ate breakfast?

Do you always eat the evening meal at 5:30 or 6:00 p.m.? In many foreign countries it would be normal to eat at 8:00 or 9:00 p.m.

Biological Time

Biological time includes bodily processes and changes occuring either consciously or unconsciously.

Biorhythms

Perhaps you have heard of biorhythms. Biorhythms are calculated on three rhythms with your birthdate as the starting point. The three cycles are:

	Length	Critical Days
Physical	23 days	1 and 12
Emotional (sensitivity)	28 days	1 and 15
Intellectual	33 days	1 and 17

Your critical days occur when your rhythm changes from a plus to minus state, or vice versa. Each day before and after your critical day are considered semi-critical. Advocates of biorhythms claim that more accidents are likely to occur on those days when physical and emotional cycles are at critical points.

There are types of calculators available which figure biorhythms automatically or you may calculate your own.

A word of caution: before you put complete faith in biorhythms, remember that this is still in the theory stage. It does not appear to apply to *all* people at *all* times. There are still too many other influences such as body hormones, disease or illness, air pressure (especially with an approaching weather system) and other body stresses which can affect individual body rhythms.

Scientists (chronobiologists) are testing these theories and have found some evidence contrary to the popular biorhythm-by-birth theory in which body rhythms can and do vary according to new circumstances. For instance, your body must readjust when you jet across time zones (jet lag). This often takes several days.

Other biological cycles to adjust:

—There is a cycle of pain tolerance which may explain differences in pain at different times, as well as differences among people.
—Temperature fluctuations. A person's temperature usually is higher on the left side during sleep but often higher on the right side during the day. A person can learn to control (raise and lower) temperatures. Temperature control now is used effectively in treating migraine headaches.
—Bodily functions.
  —Menstrual cycle in women—usually 28- to 32-day cycle.
  —Fluctuations occur on a regular monthly basis in the levels of 17 ketosteroids in men.
  —Rapid eye movements during sleep occur every 90 to 100 minutes.
  —Beards tend to grow more quickly in autumn and early winter.

1/ Phyllis Worden, CSU Assistant Director, Human Development (3/1/78)

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—Medicinal cycle. There are certain times when medicines react with the body more dangerously. Alcoholics normally are the only ones who drink early in the morning when alcohol tends to be more toxic to the system. People with allergies tend to show the most resistance when tested in the morning. Results of allergy tests can be affected by the time when they are taken.
—Hunger cycle. This cycle usually occurs every three to four hours.
—Invisible cycles which may effect us.
  —Gravity.
  —Electromagnetic fields.
  —Light waves/day and night cycle.
  —Air pressure.
  —Sounds.
—Birth cycle.
  —More births occur between midnight and 6:00 a.m.
  —In the Western Hemisphere, more children are born in March than any other month.
—Two sides of the brain. At the Langley Porter Neuropsychiatric Institute in San Francisco, they have shown that humans have two separate hemispheres of the brain. The left hemisphere controls sequential activities like language, rational cognition and sense of time.

Psychological Time

Psychological time refers to an awareness of the passage of time. When we are enjoying ourselves, we are less aware of the passing of time.
—Unclear concepts: "Do it the first chance you have." (Your county director meant tomorrow; you thought next week was soon enough.)
—Stress, worry and fears cause one to lose time.
—Procrastination wastes time.
—If you're late, time passes quickly. If you are tenth in line at the bank or waiting for a red light, time seems like an eternity. By the way, the average stop light is only 24-32 seconds long.

Time management is really personal management. A good share of attitudes are counter to good time management. You may find it useful to get rid of such statements as: "I don't have the time." "I just can't say 'no' yet I must because I'm too busy already." "I just don't have time for my hobbies or my family any more."

Replace these with positive affirmations such as: "I will make time to ..." "It takes time and effort but I will try complimenting my co-workers." "Because it saves time in the long run, I'll do a better job of planning the next time." "I will look for ways to become more efficient." "I will plan time for family activities."

"Time is the scarcest resource and unless it is managed, nothing else can be managed."—*Peter Drucker*

Hints For Time Management:

1. Analyze your time for one week.
2. Try to eliminate some of your time wasters. Remember that a time waster for me may not be a time waster for someone else.
3. Learn to listen better. It has been estimated we spend 45 percent of our day listening to others. Listening and questioning what is not understood will save follow-up time.
4. Learn to read faster. It has been estimated that 80 percent of incoming mail can be handled by reading only once and an immediate decision made then to send it on to another person, make a reply or toss it out.
5. Keep meetings short. Most managers agree that meetings lasting over one hour decline markedly in effectiveness.
6. Set priorities for your time. Too often we spend a majority of our time on small or unimportant issues. Develop the habit of making "to do" lists.
7. Control the phone and control "chit-chat" in your office.
8. Get a scale and when the papers on your desk weigh more than a pound, it is time to cut down paperwork. Delegate or eliminate part of it.
9. Clean out your files every two years except for certain correspondence or other legal documents which should be kept for seven years.
10. Learn to read faster by skimming and/or scanning. The average adult reads at 250 words per minute and can increase reading speed through practice.
11. Set deadlines for yourself on speech preparation or handout preparation and then make all attempts to keep the deadlines.
12. Use analysis forms, a pocket calendar or other devices to help you manage your time.
13. Do not procrastinate on difficult or distasteful items, i.e., CEMIS, reports, phone calls or home visits.
14. Make positive progress on at least one time goal every day.

Possible examples of time wasters by extension personnel.

Externally imposed	**Self-generated wasters**
Incomplete information requiring follow-up.	Unrealistic time estimates.
Lack of delegation to secretary or others.	Fatigue.
Telephone interruptions and office callers who drop in without appointments.	Delegate without authority so requires follow-up.
Mistakes.	Personal disorganization/stacked desk.
Noise distractions.	Procrastination and indecisions.
Delayed information from others.	Negative attitudes toward tasks such as CEMIS, Plan of Work, reports.
Problems of subordinates which need immediate attention.	Failing to listen to co-workers or clientele.
No coordination—no teamwork.	Personal attention to people.
Lack of priorities and objectives.	Unable to say no.
Meetings: scheduled and unscheduled.	Lack of adequate planning.
	"Open-door" policy.
	Blame someone else.
	Explaining to others when it is just as quick to do it yourself.
	Personal or outside activities.
	"Chit-chat" and/or longer breaks than necessary.
	Trying to involve everybody in decision making.

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BASIC CONCERNS ABOUT AGING

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In 1513 the explorer, Juan Ponce de Leon landed at what is now St. Augustine, Florida, in search of "the fountain of youth." I wonder what would Ponce de Leon think if he could return to Florida today? Probably, he would be sure that he had indeed found the fountain of youth, for youth and age had a quite different meaning then and now. In his day, the average life span was about 35 years. So if he saw people living to today's average age of 73, he would be elated. Also, if he saw the lifestyle that older Americans are living today, it would surely look to him like youth. He would see people old in years but young in attitudes and behavior, driving those horseless carriages at 55 miles per hour. He would see them turning on electric lamps that make the night look like mid-day. He would see them flying magic carpets back to visit their children in Illinois. He might see them running in races called the Senior Olympics, which is certainly a youthful-like activity. If he read the right magazines, he could even see articles like "Sex and the Single Grandparent," all of which would certainly convince him that this must be the fountain of youth.

Myths About Aging

Ponce de Leon could see pretty much the same thing by visiting Illinois, for the fact is, that most older Americans do not migrate to Florida or anywhere else upon retirement. Ninety-five percent of them stay put,[1] and many of the small towns in Illinois have twice as many seniors as the national average. The fountain of youth is a reality where you live today.

Aging is an achievement. It is a positive goal sought by all of mankind for centuries, but never so widely attained as now. There are problems and they will be discussed later, but the basic fact is that aging is not a problem. It is not a disease. It is an achievement. Even so, most Americans do not, in fact, look forward to growing older. Partly, this is because they have a misunderstanding of aging which is mistakenly equated with disability and frailty. Partly, it is because our society does not have a recognized place for older people. Partly, it is because we have forgotten the deep longing that men and women across the centuries have sought for the achievement of long life which is now our privilege.

Many young and middle-aged people dismiss any concern about their own aging with the comments that, "I don't really expect to live that long anyway," "I can't imagine being 80." This statement, of course, ignores the statistical probabilities. In fact, the reason we have a growing population of retirees is precisely because more people are now living to reach retirement years. It's not because old people are living longer today but because more people are living to become old. Better nutrition, better sanitation, improved medical care, and reduced infant mortality are the things that are making the difference. Given 100 people at birth, six will die before age 40, four before age 50, and nine before age 60. Almost all of the original 100, in other words, will reach what we now call senior years, and half of them will live beyond age 72.[2] So those who say they'll never make it are probably wrong.

Another common comment is, "I would never want to live that long if it means that I am going to be frail and dependent on other people and eventually be put in a nursing home." The fact is, though, that retirees are a far more active lot than most younger people assume. Presently, only about 4 percent of them are in nursing homes. Of course, more than that will spend some time there during their lifetime but four out of every five older persons will never see inside of one except as a visitor.

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[1]Peter Dickinson, *The Complete Retirement Planning Book* (New York: Dutton, 1976), p. 144.
[2]Joel Kurtzman and Phillip Gordon, *No More Dying* (New York: Dell, 1976), p. 11.

Another fear is that of neglect by one's adult children, but research shows that this fear also has been greatly exaggerated. A study in Decatur, Illinois, found that "children of the aged tend to do more than their parents expect of them."[3] Sometimes what appears to be neglect is the phenomenon of an older person outliving the relatives. One of the most impressive studies, though, showed that 82 percent of those over age 65 live within a half an hour drive of at least one of their children and that two-thirds of these saw at least one child on the very day of the interview or the day before.[4]

Among the misunderstandings about aging which impede a realistic look at our future, false security may be as misleading as unnecessary fears. Younger people today too quickly assume that they don't need to be concerned about retirement years because the government will take care of them. They need to look more closely at social security benefit levels. They should know also that they cannot count on Medicare to pay all of their medical bills. Social security was never intended to be one's sole income and according to the National Council on Aging, Medicare pays about 38 percent of the medical costs. And because of inflation, the remaining 68 percent which people have to pay themselves may well cost more than 100 percent used to.

We have discussed four myths about aging: (1) that it is an unlikely life event, (2) that it is characterized by dependency, (3) that adult children neglect their parents, and (4) that the government takes care of the old. Some other myths about aging are included in the quiz on page 31. This sample is enough, though, to show that one of the reasons people see aging as a current concern is that they really don't understand what aging is.

Characteristics of Retirement Living

In fact, retirement years for most people can be characterized by four words which the public seldom associates with aging but which are more typical of it than our usual stereotypes. These are usually years of activity, creativity, liberty, individuality. Individuality is probably the most striking characteristic of aging. To many younger people everybody with gray hair seems to be alike, just as all blacks, all Chinese or all members of any minority seem alike. The reality is that the major thing that makes one person different from another is a different set of life experiences. So it is understandable that those who have lived longer and have had more varied experiences will differ markedly from each other. The elderly are highly individualistic.

Rocking chair years, rather than active years, would probably describe the average American picture of retirement. One scholarly theory of aging actually recommended withdrawal from society, but that idea has been refuted by subsequent research. It is contradicted as well by most seniors' behavior. For example, just look at their voting record which is second only to the next younger cohort. They may get around much more slowly, but they do get around. They are active. They are interested in the world and they are participating in it, not withdrawing from it.

When we talk of creativity, we can always mention exceptional examples such as Grandma Moses, but the reality is that a lot of common people are also highly creative. Sometimes they have to be. Over against the stereotype of conservatism and unwillingness to change we can set the progressive accomplishments of this remarkable generation of Americans. Look at what the world was like when they entered it and where it is today. Remember, then, that these are the people who invented much of our modern technology and much of our social system. Social security, unions, banking insurance, credit cards and Blue Cross are a few of their contributions that we now take for granted. This generation survived a great depression and a few hard times that closely resembled depressions. They fought the great wars and the cold war. They are the experts on change, progress and survival. Nor is this all in the past. We say you can't teach an old dog new tricks. Then we require our retirees to learn to deal with social security regulations, medicare forms, medicaid, homestead exemptions, circuit breakers, special income tax provisions, and a whole network of government programs for senior citizens. They *can* still learn, and they have learned quite well how to be old in a youth-oriented society. They have been and still are a highly creative generation.

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[3]Bernard S. Phillips, "The Aged in a Central Illinois Community," Research Report 62-4, University of Illinois Small Homes Council—Building Research Council, October, 1962.

[4]Ethel Shanas, "Living Arrangements of Older People in the United States," *The Gerontologist*, 1 (1961), 27-29.

Finally aging is characterized by liberty. It is freedom from work, from the boss and from the responsibilities of childrearing. It is also the freedom to be somewhat eccentric, but that may be partly because nobody cares now. Liberty is a two-edged sword. It is a privilege and a problem, as is retirement itself.

Basic Needs of Retirees

There are problems in retirement years, but interestingly they tend to be basically the same concerns as those of middle age. Older people also need:

A positive self-image,
A purpose for living,
Human relationships,
Money,
Health,
Housing,
Transportation.

Note that these are not just personal concerns. They are social problems as well. For example, your attitude toward yourself is a highly personal thing, but the study of elementary social psychology reveals that our self-image is, in fact, a reflection of how we see other people treating us and evaluating us. This is critical for retirees because our society tends to put so much emphasis on our occupation as the basis for evaluation. We say, I am a teacher, or I am a doctor, and this occupational status gives us prestige. It is considerably less flattering in America to say simply, I am old. It must be emphasized to all who are not yet retired that it is *our* attitudes toward aging and it is *our* behavior toward the old that shape their self-image.

Some of the problems in the list above are clearly social issues. Transportation is probably the most obvious, especially in rural areas. If the community does not provide any adequate transportation system other than the automobile, then all but the extremely wealthy may eventually find their life-space restricted. It takes social action, not just individual initiative to provide the transportation that older people need to take advantage of other social services, to do their shopping, to enjoy commercial recreation, and to get to the doctor—if, of course, the community has a doctor.

We listed a purpose in living as another basic need for old and young. This is a particular concern to older persons in American society, though, because in our society we have depended so heavily on our job to meet this need. Our education was organized around vocational preparation. The job is our reason for getting up in the morning. It is the main basis for organizing our daily schedule, our week, and our life career. It is the source of many of our friendships and of those accomplishments that make us feel good about ourselves. Whether we really like our job or not, we depend on it for a lot more than a paycheck. Without the job, what is life for? This may be as much a problem for the homemaker who has had no other goal in life than being a wife and mother as it is for the person who retires from paid employment. Of course, she can still dust the house regularly as if it were important, but it doesn't have the same flavor anymore. If we spend our life with the assumption that one goal, the job or the money the job brings in, is our only purpose of living, we may have a real problem finding any reason to live those 20 or so years of retirement. One of the best ways to prepare for retirement is to develop throughout life a broad set of interests and enthusiasms; to learn to value leisure activities as well as occupational attainment. This may not be easy in a society that looks down on leisure as wasted time. Unless we develop a better attitude toward leisure, though, we are likely to view our retirement years as wasted years. Leisure time is actually time in which we can do what we choose to do, whatever we feel most important and satisfying. It's important that we start early discovering what that is because in retirement we don't suddenly become a different sort of creature. We are ourselves, but with an intensified opportunity to express our true self.

As long as we live, we express ourselves, we grow as persons, and we find security in personal relationships. When the friendships on the job diminish in importance, though, our family and peers become increasingly significant. Too little research has been done on what happens to family relationships after retirement. In the textbooks, family for the older person is usually seen as adult children, even though in fact, most older persons are still married. The two most important things about the couple relationship are its increased importance and the fact that it becomes now a new relationship. Daily schedules change and familiar role divisions

no longer make sense. This can be upsetting or it can be a glorious opportunity to enjoy a new life together. What any couple will make of the opportunity, though, will probably depend on and build on the relationship they have developed through the years. Romantic myths, notwithstanding, not all couples will enter retirement with a sound, supportive, happy marital relationship. Cuber and Haroff[5] classified a group of seemingly successful marriages into five types: the conflict habituated, the devitalized (the habit cage), the passive-congenial (comfortably adequate), the vital (some shared consuming interest), and the total (multi-faceted vital). Undoubtedly the kind of relationship a couple has developed during middle years is going to have repercussions on how they get along in retirement. If the marriage has been in effect a business arrangement based on a traditional set of sex roles rather than a personal relationship, and now those roles no longer make sense, what is left? Even a vital relationship may seem less satisfying if its center has been children. On the other hand, where there is any spark of affection left, retirement may well stimulate a renewed enthusiasm for each other. It provides time to enjoy each other and to fulfill the other's needs. There may be a rediscovery of the need for physical closeness, an opportunity for a more varied sex life, and an appreciation that at least one person can help us feel proud of ourselves. Retirement does reveal the real nature of the couple relationship, and it will inevitably require adjustments. It may well result, though, in a deepened appreciation of each other, and the marriage relationship may well become the very thing that makes the retirement years worth living.

If the marriage is of increasing importance in retirement, what about those who reach retirement years alone. Half of American women will have experienced widowhood by age 65, two-thirds by age 75.[6] A few will never have married. Increasing numbers will be divorced since it may have been easier to keep the vow, "til death do us part" when the life span was 35 than it is now when most of us live well past three score years and ten. Our society is as yet ill-prepared to meet the basic needs of the elderly singles though there are some proposed solutions and a few quiet experiments such as singles organizations, widow-to-widow groups, and alternative living arrangements. Possibly what they need most is simply acceptance by the rest of society; a recognition that they are not alone and that their lifestyle is a normal part of aging rather than a deviant condition. Both singles and couples can learn that as long as we continue an active life we can continue to develop new friendships. In fact, some people's closest friends will be those they meet after retirement. The growing array of senior citizens' organizations may be a real help. Also the much maligned age-segregated retirement residential centers may be places where some people can literally blossom out with a new enthusiasm for life.

The extended family, especially adult children, may also take on increasing significance for retirees. Researchers are just beginning to examine these relationships but already there is good news. Contrary to popular myths most of these relationships are highly positive. What we have is not the classical extended family all working together, but it is not a totally isolated nuclear family either. It is rather a modified extended family, residentially separate but emotionally close. This is not to say that there are not problems. Two typical ones are guilt and dominance. Adult children feel guilty if the folks are not living with them even though, in fact, this arrangement is often impractical and is not usually desired by either generation. On the other hand, elderly people who have valued independence all of their lives often feel guilty about accepting any help at all even though they may have it coming to them and even though inflation which makes help essential is in no way their personal responsibility. Needless to say, guilt complicates any relationship, so what is needed is a realistic appraisal of the situation and improved intergenerational communication. The other major problem is dominance. Middle-aged children often prematurely stereotype the aged as in second childhood and assume that they are incapable of independent decision-making, especially if they disagree with their decision. On the other hand, some parents have never learned to think of their children as grown up and capable of independence. What is needed is the ability to view each other as adults. The test of the relationship, then, will be whether you like and respect these people as interesting, and independent adults as well as relatives. In fact, the answer is usually yes.

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[5]John Cuber and Peggy Harroff, *The Significant Americans* (New York: Appleton-Century-Crofts, 1965).

[6]Robert Butler, *Why Survive? Being Old in America* (New York: Harper & Row, 1975), p. 5.

[7]*Facts About Older Americans*, 1978, U.S. Department of Health, Education and Welfare, DHEW Publ. No. (OHD) 79-20006.

Another basic need of both young and old, especially in our society, is the need for money. Question 4 of the quiz on page 31 indicates that older persons do in fact have continuing financial requirements and frequently experience a significant loss of income. Couples tend to be better off than single people but even so 62 percent of the couples over age 65 have less than $10,000 a year income. In America today, $10,000 is not real wealth. Twelve percent of all older couples and 58 percent of all older single people live on less than $333 a month.

Social security is the chief source of income for many retirees even though it was never intended to be. It was assumed that a man (Note a needed reform!) would work, save and take care of his own family. But the jobs are just not there for the elderly. Employers prefer younger people, especially younger women with nice figures. This may be a mistake, since older workers tend to be more careful, more dependable and more experienced. Age discrimination is a fact, though. The result is that very few older people have any income from current employment. So we are taught that we should save for our old age. But in an inflationary economy, savings can become a cruel joke. If you had a typical working man's depression income of $8 per week and if you were among the unusual people who saved 25 percent of your income, how far would it go toward paying the cost of living in 1979? Pensions also are undependable. Pension rights have too often been lost when a job is lost or a man dies before retirement leaving a widow unprotected or when a company goes out of business or a pension plan is bankrupt. Recent legislation will help in preventing some of these losses, but it is not strong legislation and only a minority has any pension coverage.

We should also note the opposite financial problem. Some of the wealthiest Americans are seniors and a minority of elderly who inherit large sums of money will face financial management and estate problems for which earlier experience may or may not have prepared them. There is, of course, no shortage of advisers willing to help them with their problems, but older persons may well need education in what to expect from which professional and how to evaluate the quality of commercial financial advice. Many people who never think of themselves as ever having an "estate" will in fact need this information.

Just as important as money is the need for health. Without good health it is much more difficult to be happy and active in retirement. One of the major health problems of older persons is motivation. Too many seniors do not feel that their medical problems are treatable or that they are persons worth treating. It is too easy to dismiss declining health as no more than normal expectations with age. Also the way good health habits have been taught to children becomes a barrier. Eat right and take care of yourself so that you will grow up to be big and strong is hardly an adequate motivation at age 70. It now needs to be changed to something like take care of yourself so that the next 15 or 20 years of your life will be happier years. Even our medical professionals need a better understanding of aging and our medical system needs to be restructured to address itself to the management of chronic illness.

Housing is the last item on our list of basic needs. Provision of adequate retirement housing is a much more important topic than most people think. Housing is a major aspect of anyone's life style. It is shelter. It is also our immediate aesthetic environment, an expression of our personality, a symbol of status, a project, a major expense and our access to community and friendship. It is all these things to retired persons, too. Prior to retirement most of us have relatively little choice about where to live. Our work dictates location. It is tempting, therefore, after retirement to want to go somewhere else, perhaps seek shelter in a place where the climate makes shelter less critical. This could be a mistake, though, if housing is seen only as shelter and location only as climate. In fact, the location of our housing is the location of our life. It is the location of our human relationships, our community and our activities. The questions of what housing is appropriate in retirement cannot therefore be answered apart from the question of what our life is to be like in retirement.

There is a great need in the United States to develop a greater variety of types of housing for older persons, and some experimentation is underway; for example, home health care, high rise apartments, and congregate living facilities. Note that this is another example of a problem which few individuals can solve by their own efforts. It is a social concern.

Preparation for Retirement

As we look at the basic concerns about aging, we shall recognize that there are ways we can prepare individually for our own retirement. We can start now to assure our financial security, to develop good health habits, and think about where to live. We can pay more atten-

tion than most of us do to the basic questions of who we are as individuals and what our life is for. We can broaden our interests beyond our work. As citizens, though, we can also help shape our society so that it is easier for older persons to find a satisfying place in it. A less youth-oriented, less sexist society would help; so would a different set of attitudes toward work and leisure. As citizens we can express our concerns for a more adequate social security system, health system, transportation system and for more housing options. Wherever these forms require government actions, we can express our concern that the programs be devised in coordinated fashion and be adequately administered so that those being served can have a say in how they are to be served. As individuals and as citizens we can help modify attitudes toward aging so that older persons will have respect from the young, a role to play in society, and hope for an interesting and worthwhile life in retirement. By our concern for the needs of those who are now older, we can help create a more supportive context for our own aging.

Myths and Facts About Aging

QUIZ

Circle the *best* answer below. Then unfold to see which are facts and which are myths about aging.

1. What percentage of older Americans (65+) live in "nursing homes"?

   4%, 8%, 15%, 24%, 70%

2. What percentage of older Americans live within a ½ hour drive of their adult children?

   24%, 33%, 58%, 73%, 82%, 99%

3. What percentage of couples 65+ have over $10,000 income?

   10%, 25%, 40%, 50%, 75%

4. Older persons can live on less than middle-aged people.

   True False

5. Medicare pays most of the medical bills for retirees.

   True False

6. How many years of retirement can you look forward to?

   5, 10, 16, 21, 23

Answer Sheet

DON'T PEEK

First read the questions (over)

Then unfold to see the answers below.

1. 4% (i.e., 4% at any one time. About twice that many get care in their children's house.)
2. 82% on one study, 2/3 saw one child on the very day of the interview or the day before.
3. About 40% (38% in 1976, but only 8.4% of single persons)
4. Probably not. They save on income taxes, work clothes, and commuting. They need more for medical bills and recreation. Often they do live on less, only because they have to.
5. False. According to the N.C.O.A. it pays only about 38% of the costs.
6. About 16 years after age 65 on the average (i.e., ½ live longer). Men average 14 years; women, 18.

REDEFINING AND REVALUATING RELATIONSHIP SKILLS

Connie R. Sasse
Editor
Phi U Candle

Home economists are in a unique position when it comes to looking at the basics of life. For in a sense, home economics *is* the basics. As professionals we deal with the food people need to nourish their bodies. We are concerned with the quality and suitability of the clothing people wear to protect and enhance themselves. We work to make people's shelter from the elements not only functional but esthetically pleasing. We use and teach management skills to bring order and security to people's lives and to help them make wise use of the resources they command.

Perhaps the most "basic" skill that home economics educators teach is skill in relationships. We work to help students learn to relate to their peers and their families. Child development is taught to promote strong relationships with children. Relationship skills are needed for success in a career or job because we know most difficulties that arise on the job are due to faulty relationships rather than lack of job skills. We try to help students relate to the marketplace through consumer education.

The ability to relate to a variety of other people becomes more important as our world becomes increasingly populous, urbanized, and mobile. Yet, evidence of people's inability to relate well is abundant in such current phenomena as divorce, child abuse, spouse beating, and the prevalent use of drugs including alcohol.

One difficulty in teaching to ease some of the relationship problems is that teaching relationship *skills* calls for a different approach from teaching *facts* about relationships. Listing characteristics of a good date may be an easy learning to evaluate, but will the list change students' behaviors when on a date? Or is the list relevant if students don't date? Detailed planning of weddings may be an activity that some students enjoy, but do those plans help students learn skills for relating to the spouse after the wedding? Teaching relationship skills involves helping students explore attitudes and various behavioral alternatives and their possible consequences. Thus, teaching relationships means stressing affective learnings.

RELATIONSHIPS BEGIN WITH YOU!

Every relationship begins with one person. Each student begins with him/herself. Students who understand themselves and what they value are in a better position to build relationships with others. Sidney Simon, in his book, *Meeting Yourself Halfway*, compares learnabout oneself to an archeological dig. Clues lead archeologists to suspect there is something below the surface. Focusing on the covered area, the archeologists search for the treasure through the unearthing process. As Simon says,

> The initial digging removes large amounts of surface rocks and may be rough and crude. Yet as the archeologist feels the nearness of the desired objects, the uncovering process becomes one of carefully removing tiny trowels of dirt, gently brushing here and there so as not to damage the anticipated treasure. . . . To gain precious knowledge about ourselves is something like that.[1]

Described below are several activities that can be used to help students begin self-exploration. The suggested questions can be used as a basis for written exercises and/or discussion. However, students who address these questions only in class discussion may miss the opportunity for contemplation and introspection that preparing a written response allows.

[1]Sidney Simon, *Meeting Yourself Halfway* (Niles, Illinois: Argus Communications, 1974), p. 22.

☆ Values—Learning Activity

Values clarification is a process which helps people explore what they value, what they want out of life, and the kind of people they want to become. The following activity was designed to help students explore the human characteristics they value. The rank order format is one tool to help students establish priorities between compelling, and often competing, choices.

Given below is a list of traits with brief descriptions of each. Ask students to read over the list and pick out the one trait they feel is most important, placing a 1 in the first blank to the right of the trait. Ask them to place a 2 in the first blank to the right of the characteristic they consider second in importance and to continue numbering all items in the first column of blanks.

Next, have each student think of a person to whom s/he is close, such as a family member or friend. Ask students to cover up their own rankings and rate the qualities as they think the person they have chosen would order them, using the second column of lines to rank order the traits. Then ask students to answer the questions listed below.

Ambition—hardworking, aspiring	____	____
Cheerfulness—lighthearted, optimistic	____	____
Courage—standing up for your beliefs	____	____
Courtesy—polite, well-mannered	____	____
Efficiency—capable, competent	____	____
Equality—brotherhood, equal opportunity for all	____	____
Forgiveness—willing to pardon others	____	____
Friendship—close companionship	____	____
Helpfulness—working for the good of others	____	____
Honesty—truthful, sincere	____	____
Independence—self-reliant and sufficient	____	____
Love—affection, tenderness	____	____
Respect—recognition, admiration from others	____	____
Salvation—eternal life, deliverance from sin	____	____
Tolerance—understanding others' opinions	____	____

1. How similar or different were your rankings and the ranking as you thought the other person would make them?
2. How do you feel the other person's values have influenced you?
3. How do you feel that you have influenced the other person's values?
4. Do you believe that you have the traits that you felt were most important? Why or why not?
5. Which of the people around you have the traits that you value?
6. Which of the traits in the list did you feel were unimportant?
7. List any traits that you feel are important that were not on the list.
8. How can you make your life more nearly reflect the qualities that you value?

****

☆ Television is a pervasive influence in the lives of students. The television programs that students watch and enjoy are expressions of their values. The following activity will help them to explore the values that are involved in their television favorites. Ask students to complete the chart given below by following these directions. When they have finished the chart, have students answer the questions.

- In the first column, write the names of three of your favorite television shows.
- In the second column, write the name of one person from each show that you particularly like.
- In the last column, write three values that you feel that person lives by or tries to fulfill in his/her life.

Television Show	Name of Person From Each Show	Values of Person Listed
1.		**1.**
		2.
		3.
2.		**1.**
		2.
		3.
3.		**1.**
		2.
		3.

1. Do the values of your "television heroes or heroines" reflect your values? Why or why not?
2. How do you think you have been influenced by your favorite television programs and personalities?
3. Think about the television programs you have watched in the last week or two. Briefly describe a situation where the programs expressed values toward the following subjects:
    - Relationships with other people
    - Family life
    - Marriage
    - Sex
4. Explain how these examples either agreed or disagreed with the values you hold about these subjects.

****

☆ Reacting to quotations or statements is one way for students to clarify their ideas. The following quotation and questions may help students see beyond simply identifying values to how values influence lives.

> There are two things to aim at in life; first is to get what you want; and after that, to enjoy it. Only the wisest of mankind [humankind] achieve the second.
>
> Logan Pearsall Smith

1. Briefly describe an experience when you got something that was important to you, that you valued, only to be disappointed?
2. What meaning does this quotation have for people who know what they value and what they want from life?
3. How could you work to develop the "wisdom" to enjoy what you have achieved?

****

☆ The habits people have often reveal a great deal about them. Habits can help people reach their potential or prevent them from reaching it. A habit to take care of routine matters may free the mind for planning, contemplation, or creative thought. On the other hand, established routines may cause people to miss chances for exciting new experiences.

Habits can also reflect values, quite frequently in an unknowing way. Brushing the teeth after each meal reflects the value of dental health even at the expense of convenience.

This activity will help students think about their habits, the values they reflect, and the influence of habits on lives. Have students answer the questions below.

1. List at least one habit you have in each of the following areas:
    - Morning habits
    - School habits
    - Food habits
    - Recreation habits
    - Friendship habits
2. What values are shown through the habits you have listed?
3. Identify at least one habit that helps you to be free for concentration on more important matters.
4. Identify at least one habit that you could change to help you enjoy life more.
5. Suggest a change in a habit which would benefit other people (such as family, friends, employers, etc.).
6. How could you change or use your habits to help you make the most of your abilities?
7. What have you learned from thinking about your habits?

****

☆ Drugs

Americans live in a drug oriented society. They use prescription drugs, over-the-counter drugs, and "recreational" drugs such as tobacco and alcohol. Yet drug use remains a value choice. People use drugs for medical uses because they value the good health or relief from pain that such drugs bring. "Recreational" drugs are valued because of their ability to reduce tension or create a "high." The activity described below will help students begin to explore the values they and their families hold toward drug use.

Ask students to survey the medicine cabinets in their homes, making two lists of all the drugs found. On one list, have them place the names of all the drugs prescribed by a physician or dentist. On the other list, ask them to include over-the-counter drugs, such as aspirin, laxatives, or cold pills, which can be purchased without a prescription.

The average American family has 30 or more medications available for family use. How many drugs did students locate? Were most families above or below the American average? Were any of the drugs old prescriptions which weren't discarded when the user recovered? Were all old containers labeled with the name of the drug, its purpose, and the date? If not, can students identify a potential for abuse?

What other drugs are available in students' homes? Are tobacco and alcohol kept on hand? Does any family member use illegal drugs or legal drugs obtained illegally? Students probably could not reveal answers to some of these questions, but asking them without expecting an answer could cause thinking about the problem.

Ask students to think about what they discovered. Do their families rely on drugs? What values and attitudes have they learned from the availability of drugs in their homes? How do they think these values and attitudes have influenced their behavior?

****

☆ Because the use of drugs is so intimately tied up with values, it requires conscious decision making. Too often drug use stems from choices based on the pressures of the moment rather than on decisions made from a rational consideration of the options involved and possible consequences of each. This activity will allow students simulated experience in applying the decision making process in drug use situations.

Discuss with students the steps in the decision making process:

1. Define the problem
2. List the options
3. Think of the advantages and disadvantages of each option
4. Choose
5. Take responsibility for the results of your choice and evaluate to secure information for the next decision.

Next ask student to analyze the following examples using the five steps outlined above as a framework for their answers.

• You have just discovered that a good friend gets "drunk" on tranquilizers each day. What should you do?

• You are at a friend's house after school. The friend suggests that you both take a couple of amphetamines which your friend's mother uses for diet pills. Your friend says the pills are legal since they were bought with a prescription. What do you do?

• You are at a party where beer is being served, and you pass it up. (You are not legally old enough to drink.) You notice that you are the only person at the party not drinking. What do you do?

****

☆ When people apply the decision making process to drug use, they consider the options involved. This includes weighing the rewards of drug use against the risks. Rewards are the satisfactions gotten from drug use while risks may involve legal, health, job, school, or relationship risks. Risks can be for the individual involved as well as for others. Ask students to rate each drug listed below on the three scales by circling the number which shows their opinion. The values they hold and the information they possess about drugs will influence their ratings of the degree of risk and the degree of reward involved in use of each kind of drug. Ask students to think about their ratings by answering the questions given below the chart.

Drug Use	**Risks for Self**					**Risks for Others**					**Rewards**				
	High				**Low**	**High**				**Low**	**High**				**Low**
Smoking cigarettes	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
Drinking beer	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
Use of "pep" pills	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
Drinking alcohol and driving	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
Use of heroin	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
Smoking marijuana	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
Use of sleeping pills	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
Use of coffee, tea, cola	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
Taking LSD	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1

1. What drug usage did you rate as having the highest risk to self? Why?
2. What drug usage did you rate as having the lowest risk to self? Why?
3. What drug usage did you rate as having the highest risk for others? Why?
4. What drug usage did you rate as having the lowest risk for others? Why?
5. What drug usage did you feel would give the most reward? Why?
6. What drug usage did you feel would give the least reward? Why?
7. How would your ratings of risk and reward influence your ideas and decisions about drug use?

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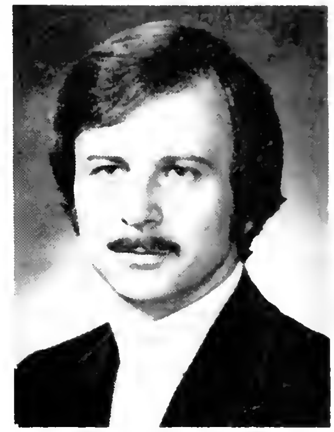
A PROCESS FOR SELF-DIRECTED PROFESSIONAL GROWTH
or
"I Could Do My Job Better If Only . . ."



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How many times have you heard professional educators say, "I could do my job better if only . . ."?

- Home Economics teacher: . . . if only I had some money to work with.
- Counselor: . . . if only "the system" would stop getting in my way.
- Technical instructor: . . . if only I had more and better materials.
- School administrator: . . . if only the faculty wouldn't become angry during meetings.
- University professor: . . . if only the students were more interested in and committed to my subject area.

Are these people really saying they could do better jobs if only someone or something else (the environment) would change? Or are they saying that things would improve if only . . .

. . . they knew how to write and submit ideas in order to obtain funding from somewhere.

. . . they knew how to analyze and maximize "the system" to their own and their client's benefit.

. . . they knew how to create more of their own teaching materials and processes.

. . . they understood how to foster positive change through conflict management.

. . . they felt more comfortable in locating other places and deploying other people to enhance learning.

Too often professional educators look upon continuing professional growth and development as something to be merely tolerated or something over which they have no control. Continuing professional development is often viewed *passively*, i.e., as something that someone else does *to* us or *for* us rather than *actively*, i.e., what we do for ourselves and our clients. Some view professional development as a requirement from the state office, an administrative fiat, a course of dubious applicability or another boring meeting which doesn't relate to immediate needs or problems.

However, continuing professional growth and development is our responsibility as individuals, and that responsibility can be met as we strive to improve our professional competence through the acquisition of new knowledge, new skills and redefined attitudes and values. The charge is to learn and perform new behaviors which will meet everchanging situations and emerging needs of clients, whether those clients be students, counselees, staff or faculty.

But how does one become self-directing in the process of professional growth and development? How does one organize and systematize plans and actions? The purpose of this article is to suggest a process whereby the professional educator can efficiently and effectively organize efforts. Moreover, this process can aid teachers, counselors, professors or administrators in improving job performance. Let me introduce PAPA.

PAPA: Plans, Action and Progress Assessment

Through recent research studies and staff development activities a process has evolved to aid professionals in self-directed growth and development efforts.[1] This process, generi-

[1]*Monticello Model for Inservice Staff Development*, Springfield, Illinois: State Board of Education, Illinois Office of Education, Department of Adult, Vocational and Technical Education, Professional and Curriculum Development Unit, 1976.

Professional Growth and Evaluation Pilot Project Tool, Park Forest South, Illinois: Professional Development Center, Crete Monee School District 201-U, 1976.

Marvin L. Granthan and Clinton L. Harris, Jr., "A Faculty Trains Itself to Improve Student Discipline," *Kappan*, Vol. 57, No. 10 (June, 1976), pp. 661-4.

cally, consists of three sequential phases which are:

I. PLANS,
II. ACTION, and
III. PROGRESS ASSESSMENT.

I. PLANS Phase

The PLANS phase is a critical component of the process. Here efforts are organized to develop the competencies desired in the easiest possible way, using three steps: (A) knowing what you want to do, (B) finding some help, and (C) talking with a mentor. Let's look at these steps.

A. *Knowing what you want to do.*

Knowing what you want to do can be arrived at either from a *problem analysis* approach or from a *program expansion* approach. From the *problem analysis* approach, you can visualize a problem that you seem to face often. For example:

1. My students are expected to know more and more about the International System of measurement (metrics), but I know little or nothing about it.
2. My student discipline problems are increasing.
3. I am being asked to work with clients who have special needs and am having troubles coping emotionally.
4. I seem to be working harder but producing less.
5. (add one of your own)

Such problems can be analyzed critically to determine whether garnering new knowledge, skills or attitudes might help to alleviate them. Let's analyze each of the above problems in terms of development of personal professional competencies.

1. How could you learn more about metric measurement? Maybe readings, workshops or commercial materials are the answer? (Several are available including self-study guides.[2])
2. Why are the discipline problems arising? Are you out of touch with today's youth? Do you need to know more about understanding, coping with and motivating today's youth? Do you need to be able to perform new classroom management techniques?
3. Why do you feel the way you do when working with a client who has a special need? What are your specific feelings? Do you feel pity, frustration, compassion, empathy, reward, joy? With whom could you talk about these feelings? What is the nature of the special need? Is the client physically handicapped, mentally handicapped, reading below grade level, limited in English speaking ability, gifted? What special services may these clients need? How could you provide such services?
4. How can you learn to work "smarter" rather than "harder"? Goal determination, time management, prioritizing tasks—all might help.
5. How can you analyze the problem you included above and convert it into some action steps which would resolve the problem?

The second approach in identifying what you want to do is *program expansion.* This approach asks you to analyze a professional "dream." Almost every professional educator has thoughts on how to expand or improve services to clients. Examples may be to start an enrichment section in a corner of the classroom; a career exploration center in the library; a competency-based, pre-test for students coming into your course; ways to make learning more permanent, a system for involving business and industry in education or a job placement service. Such professional visions are numerous and varied. They are very important to the continuous improvement and expansion of teaching, counseling and managing education. You can *trust yourself* and turn those dreams into reality by improving your professional competence. You can analyze your thoughts. How could you improve your professional effectiveness and efficiency? What could you add to your repertoire of professional offerings? What might you need to know, do or feel to accomplish those ends? First, what's the "dream"? Then, what professional tools do you need to accomplish that dream?

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[2]One possibility is a correspondence course, Metric Education for Teachers, from the University of Illinois. It was first published in *Illinois Teacher,* Volume XVIII, Nos. 2, 3, 4, 5.

B. *Finding Some Help*

The second step in the PLANS phase is to find some help. No matter what the topic or area of interest, someone else has already done some thinking about it. Someone else has faced the same problem or dreamed the same dream. Through a systematic search, resources can be found that will aid in accomplishing professional development efforts. A systematic search will, most likely, produce so many sources of help that you will find yourself in the envious position of being able to select from several alternatives.

(Figure 1 is a "Help Wanted" Checklist. This checklist will aid in finding help to accomplish professional development efforts. The checklist is divided into major categories of resources which can be investigated in planning efforts.

	Possible "cost" in terms of		
	$	hours	effort
PEERS			
• What other staff members share my concerns and interests?			
• Could periodic meetings be arranged to discuss and share mutual efforts and findings?			
MATERIALS			
• What books, periodicals, journals, articles, guides, conference findings or other printed materials are available for review?			
• What audio/visual materials are available for review?			
films			
video tapes			
audio tapes			
slide-tape presentations			
others			
• Where can a computer search, library search or other search services be accessed to help locate pertinent materials?			
EXPERTISE			
• Who knows something about what I'm trying to do?			
persons in other schools			
nationally renowned experts			
university professors			
state office consultants			
private consultants			
others			
• Is there an office, center or institute that specializes in my concern?			
• How can discussions be arranged?			
letter			
telephone			
mailed audio tapes			
visiting them			
asking them to visit my school			
combination of the above			
DEMONSTRATIONS			
• Where could I visit to observe firsthand what I want to know? Do? Feel?			
other schools			
demonstration schools			
other states			
MEETINGS			
• What pertinent conferences, conventions or convention sessions are available?			
professional education associations			
union conferences			
others			
• What local, regional, state or national workshops or seminars are available?			
COURSEWORK			
• What college or university courses are available for credit or noncredit that would contribute?			

Figure 1. "Help Wanted" Checklist

The Checklist also asks you to consider the probable "costs" of each possible action. "Costs" for each action include (a) the dollars needed, (b) the hours of your time necessary and (c) the amount of effort needed (a little, some or a lot). Analysis of these "costs" in relation to the potential efficacy of each action will aid in selecting activities which will provide the most results for the least amount of money, time and energy invested.

If your list doesn't seem very impressive after the first time through, you can remember that resources usually unfold serially, i.e., as one resource is investigated, two more will come to light. Investigating those two may reveal three more to add to the Checklist. With new information, you can alter your original plans to integrate new actions which are more suited to your needs or which will provide the desired outcomes with less investment of $-hours-effort.

C. *Finding a mentor.*

The third and final step in the PLANS phase is to find a person with whom you can talk openly, who will give honest feedback and reactions and who will be supportive of your continuing education efforts. This mentor needn't be an educator, but s/he does need to be open, honest, accessible and, if possible, skilled in counseling techniques.

Sources include:

- another professional like yourself
- your boss
- a professional counselor
- your spouse
- a college professor
- a minister, priest or rabbi
- a good friend

Whom do you think of right now?

While moving through the PLANS phase, a person usually focuses attention on only one topic or area of professional competence, but with experience one can address several areas of professional competence at once. Expansion into three or four areas of competence will make the process easier as "helps" and activities may be common to several topics.

II. ACTION Phase

Now that you have an idea of what professional competencies you wish to develop, have found some resources and have discussed your ideas and plans with someone, it's time to put it all together. You can organize the thinking and planning you did in the PLANS phase into a *Professional Growth Plan.* As shown in the example in Figure 2, this Professional Growth Plan has three columns. In the *left* column you may indicate what you want to do, writing out the professional competence or objective you have in mind. If you need help, you may refer back to that part of the PLANS phase which discusses how you can determine what you want to do from a problem analysis or a program expansion approach.

If you have more than one topic or competency in mind, you may list them in priority order. Doing so will cause you to exert the most effort on the topic of most importance.

The *center* column is for itemizing actions planned in the sequence you intend to follow. Sequential planning will place all of the proposed actions in perspective, will reduce the need for having to go back and pick up missing steps, and will place you in the highest level of "readiness for learning" as you progress to higher levels of technicality.

In the *right* column you may set a time frame for accomplishment. This "time-centered" structure will provide a self-imposed framework and will help monitor your progress.

Using the example in Figure 2 as a guide, you can prepare your own Professional Growth Plan.

As you finalize your Professional Growth Plan, you may discuss it with your administrator, a department chairperson, building principal, superintendent, board of education or whomever. By doing so you can obtain administrative support for your efforts, be able to coordinate self-directed efforts with possible inservice staff development activities planned for the entire school and may be able to obtain time, money or other "payoffs" from the institution. If the school has a system of "inservice credits" you may even realize a "hike" on the salary schedule.

Keeping your completed Professional Growth Plan handy makes it easy to refer to it often. It will help keep you on the track and on time.

Now the fun begins—putting your PLANS into ACTION.

PROFESSIONAL GROWTH PLAN FOR 1979/80 Name: (example)

What I want to do: (in priority order)	Proposed Actions:	When:
1. To be able to lead group sessions which foster inductive learning	A. Request an ERIC search on inductive learning in vocational education.	September
	B. Review the search results, and review selected entries.	October
	C. Meet periodically with M. Smith and J. Jones of this staff who are also interested in facilitating inductive learning.	Monthly throughout the school year
	D. Attend a 2 day workshop at State University on the Concept Attainment Strategy of inductive learning	November 3 and 4
	E. Practice selected group process techniques which foster inductive learning	January
	F. Arrange to exchange demonstration visits with Smith and Jones to obtain feedback for improvement of techniques.	March
2. (et cetera)	A. (et cetera)	(et cetera)

Figure 2. Example of Professional Growth Plan

III. PROGRESS ASSESSMENT Phase

The third and final phase of the self-directed continuing professional development process is PROGRESS ASSESSMENT. The intent of this phase is *not* to be merely an academic exercise, but is rather a tool for analyzing progress and to aid in development of subsequent plans for professional growth.

You may begin by reviewing your Professional Growth Plan and asking yourself, "Did I achieve the level of competence I expected and intended?"

If you did—CONGRATULATIONS!

If you didn't, why not? Was the choice of activities inappropriate? Did the activities demand more time and effort than you could contribute? Could some activities have been deleted without sacrificing desired outcomes? Were your expectations too high? Is this level of competence really necessary in performing your particular job functions?

Your answers may be the seed for next year's professional growth and development plans. Many persons find themselves continuing with last year's plan. You may keep adding to your plan by including more competencies you wish to work toward. As the year has progressed you will have probably found additional resources which are more in tune with what you want to do and which may lead to further ideas and plans.

You may wish to discuss your assessment with your administrator. This is *not* a staff evaluation; it's a professional growth assessment.

Thus, you, the professional educator, are the prime agent in the improvement and expansion of education.

Regardless of your level of professional competence in performing your particular role and function within the educational arena, you can do better if only. . . .

YOU—The Energy Game

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Objective: Students will become aware of some basic facts concerning energy use and conservation.

Generalization: Through understanding and application of energy facts, one can change daily habits to save money and resources for self, family, state and national interests.

Materials and Equipment: Game Board, markers, decks of question cards and "Special" cards, lists of questions and answers, rules for game.

Introduction: Have materials out on tables. As an attention-getter ask the following questions:

How many know what your family electricity bill was last month?
How many know how to read your gas meter?
How many of you saved water in the last couple of days by taking a quick shower instead of a bath?
How many of you either walked to school or car-pooled to school today?
How many of you can list three forms of energy?

Pass out rules of *YOU*—The Energy Game and discuss.

Rules for Playing:

1. Divide students into groups of four or five. One student in each group should act as monitor with the answer key.
2. Shuffle decks of cards.
3. Each player should select a different marker and place it on the "Start" square.
4. Each player takes his/her turn by drawing the top card on the pile of question cards and stating aloud the number of the question. The question and answer should be stated to the group. If the player answers the question correctly according to the answer sheet, s/he advances the number of squares indicated on the card. If the player answers incorrectly, s/he remains on the same square.
5. Players landing on a "Special" square will pick a card from the "Special" deck and follow directions given on card.
6. Play continues in a clockwise rotation until someone reaches the "Success" square on the board. The first player to do so is the winner.
7. Questions with more than one possible answer may be accepted by group and/or teacher approval.

Evaluation: Teacher observation of individual student's progress. Note question areas students did and did not know.

Question Cards

1. Give the name or the symbol for the independent testing agency which tests products for safety. (Underwriters' Laboratory or UL) 2 points
2. T—F If electric appliances are disconnected before cleaning or repairing there is no danger of electric shock. (True) 1 point
3. The amount of power used by most small appliances is measured in ____. (Watts) 2 points
4. T—F You get more light from one 100-watt bulb than from two 50-watt bulbs even though they use the same amount of energy. (True) 1 point

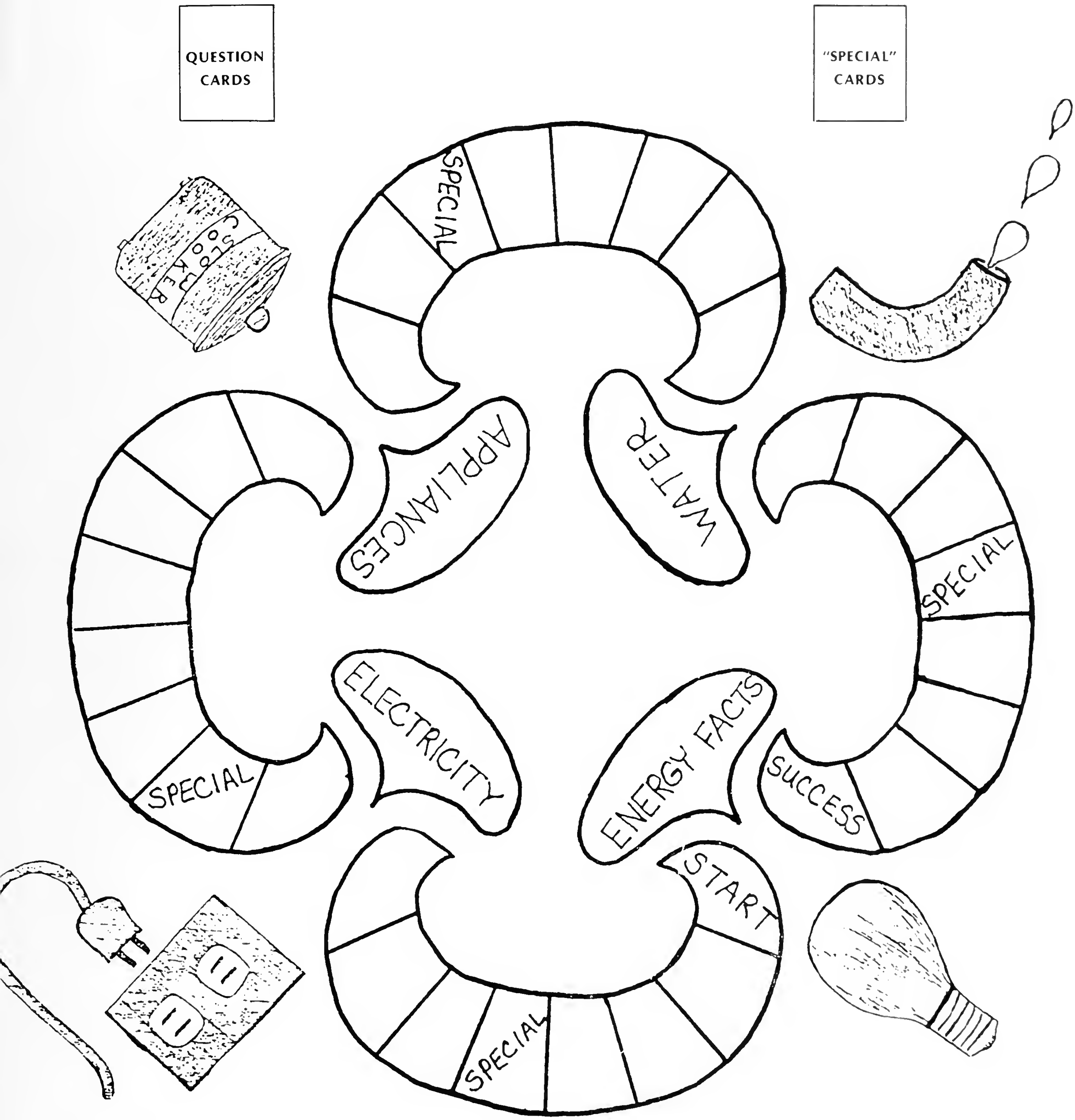
5. T—F Fluorescent lights are more efficient and more economical than incandescent lights. (True) 1 point
6. When baking in the oven with aluminum foil, which side should be to the outside? (Dull side) 2 points Why? (Helps to absorb heat) 2 points (4 points total)
7. Of the energy consuming equipment in the average home, which two use the highest percentage of energy. (Furnace-heating and the water heater) 2 points each answer = 4 total points
8. List two hints in cooking foods which save energy. (Cook at lowest suitable heat, use little amount of water, thaw foods completely before cooking, do not overcook, or use tight fitting lid.) (Other answers possible.) 4 points
9. T—F Hot water aids in optimum use of the garbage disposal. (False) 1 point
10. One dripping faucet may cause the loss of a possible total of ____ gallons of water per day. A. 5 gallons B. 25 gallons C. 50 gallons (C = 50 gallons) 1 point
11. When using the clothes washer to keep energy and water usage to a minimum, match the water level to the ____ size. (Load) 2 points
12. T—F As a general rule, small appliances use less energy than large ones when preparing a given food. (True) 1 point
13. List two features of pots and pans which help conserve energy (besides the materials they are made of). (Tight fitting lid, straight sides, and flat bottoms) 4 points
14. Why do surface burner pans save energy when kept shiny and clean? (Reflect more heat) 3 points
15. Of the following, which 3 appliances use the most electricity?
    A. Clock, electric blanket, electric skillet
    B. Refrigerator-freezer, toothbrush, mixer
    C. Vacuum cleaner, can opener, dishwasher)
    (B. Refrigerator-freezer, toothbrush, mixer) 2 points
16. T—F A pop-up toaster uses less energy than a toaster oven. (False) 1 point
17. Name 2 ways to reduce energy used by the freezer. (Planning trips to avoid opening door too often, keep freezer as full as possible, defrost often. (Other answers possible.) 4 points
18. Name one way we can use the clothes washer to save energy. (Full loads, cold water rinses) 2 points
19. List at least two ways to save energy when drying clothes. (Keep filter clean, dry only until damp, remove clothes immediately, use only for bulky items, use clothes lines) 4 points
20. List an effective way of reducing energy used by the dishwasher. (Open door during heat cycle and let air dry, wash only full loads.) (Other answers possible.) 2 points.
21. T—F A dishwasher requires the same amount of energy to wash a 3-place setting of dishes as it does to wash an 8-place setting load. (True) 1 point
22. Choose the best answer. Cooks may reduce heat loss in the oven by avoiding: (A) Turning the light on during cooking; (B) Opening the oven door during baking; (C) Use of metal pans in the oven. (B) 2 points
23. Name 2 ways to reduce energy used by the refrigerator. (Avoid opening door often, avoid packing the refrigerator; if safety is not a factor, cool hot foods before refrigeration. (Other answers possible.) 4 points
24. Why do self-cleaning ovens use less energy than regular ovens during oven baking? (More insulation in self-cleaning oven.) 3 points
25. T—F A 5% moisture content left in clothes after drying cycle will reduce wrinkling if they are removed immediately. (True) 1 point
26. T—F If dried on the permanent press cycle, clothes will wrinkle less if allowed to cool in the dryer before removing. (False) 1 point
27. T—F A non-self-cleaning oven costs less per hour to use than a self-cleaning oven. (False) 1 point
28. T—F At 1979 prices a gas clothes dryer costs more to operate per load than an electric clothes dryer. (False) 1 point
29. T—F If preparing two baked potatoes, it takes less energy to use the microwave than a regular oven. (True) 1 point
30. T—F Pre-heating your oven for 15 minutes before baking saves energy. (False) 1 point
31. T—F Microwave cooking is most efficient at the high setting. (True) 1 point

32. List a technique to use to conserve water when preparing dishes for the dishwasher. (Use rubber spatula—no need to rinse off dishes.) 3 points
33. Explain how keeping drinking water in the refrigerator saves water. (Eliminates need to run water in faucet to get cold water.) 2 points (Also allow 2 points for answer: It won't save water for those who are willing to drink it at tap temperature.)
34. Why does using cold water in the washer save energy. (Eliminates water heating costs) 2 points
35. T—F Washing a full load of clothes takes less water than two half-loads. (True) 1 point
36. When hand rinsing dishes, list a technique to save water. (Do not leave water running during rinse. Fill sink full of water and dip dishes in.) 2 points
37. List two refrigerator placements which increase its energy use. (Heat vent, dishwasher, range, windows and sunlight may cause energy loss if next to the refrigerator.) 4 points
38. Give one way to conserve water regarding faucets. (Shut off faucets completely, put a water-saver on shower head, repair leaky faucets.) 2 points
39. Why should user manuals for equipment be read in order to save energy? (To get most efficient use of your equipment, prevents possible damage, prevents safety hazards) (Other answers possible.) 2 points
40. T—F If a glass pan is used for baking a cake, the baking time will be decreased. (False) 1 point
41. T—F Keeping your freezer defrosted results in less energy use. (True) 1 point
42. T—F Energy efficiency is reduced when overloading electrical circuits. (True) 1 point
43. Name 3 places in your home where warm air may escape during the winter. (Cracks, doors, windows, fireplaces, walls, foundations, ceilings) (Other answers possible.) 3 points
44. Name 2 ways to reduce heat loss from the home. (Stop air leaks, replace furnace filters, add insulation, use of storm windows, caulking and weatherstripping windows and doors, other answers possible.) 2 points
45. T—F An automatic defroster refrigerator uses the same amount of energy as does a manual defrosting refrigerator. (False. It uses more.) 1 point
46. Give three examples of where human energy can substitute for fuel energy. (Opening can by manual method, washing dishes by hand, avoiding use of electric toothbrush, ride a bike or walk, hanging clothes on lines to dry) (Other answers possible.) 3 points
47. T—F Keeping the lint filter clean in the clothes dryer has no effect on the energy efficiency of that appliance. (False) 1 point
48. Explain why using light colors for walls and ceiling helps to conserve energy. (Reflects more light and requires less artificial lighting.) 2 points
49. T—F Space heaters are low energy users. (False) 1 point
50. How do oven timers help reduce energy waste? List one way. (Eliminates opening oven door and/or lifting lids) (Other answers possible.) 1 point
51. If preparing a chicken for casseroles, which appliance would be the most energy-efficient to use. Choose best answer. (a) microwave, (b) pressure cooker, (c) simmering on low heat on range (pressure cooker) 1 point
52. When is the best time to use the self-cleaning feature on a dirty oven? (When oven is already hot or at night when fuel use is lower.) 2 points

"Special" Cards

1. Advance 2 spaces. Stand up and shout Energy Conservation.
2. You have just opened the refrigerator door for the tenth time in preparing a meal. Go back 3 spaces.
3. You used the wrong size of burner for pan size. Go back 2 spaces.
4. You used clothes line instead of clothes dryer. Go ahead 2 spaces.
5. You opened your can manually. Go ahead one space.
6. You left the water running while you peeled the onion. Go back one space.
7. You forgot to turn out the lights when leaving the kitchen. Go back 2 spaces.
8. You forgot to turn off the oven after you took your pizza out. Go back 2 spaces.
9. You peeked in the oven at your masterpiece three times and lost oven heat. Go back 2 spaces.
10. You learned to use the pressure cooker to save energy. Move ahead 3 spaces.

11. You remembered to set the oven timer to eliminate opening oven door to check on your souffle. Move ahead 2 spaces.
12. You are remembering to use the microwave for small quantities of food. Go ahead 2.
13. You planned an oven meal with foods which were baked at the same time. Move ahead 2 spaces.
14. You cleaned the refrigerator coils to help save energy. Go ahead 1 space.



YOU — The Energy Game

THE Q-SORT APPROACH TO HELPING ADOLESCENTS WITH GOAL SETTING IN HOME ECONOMICS

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Identifying goals and establishing goal priorities are concepts traditionally covered in home economics classes. To varying degrees, the discussion of goals permeates all subject matter areas in home economics. Goal identification and goal setting are central to the fabric of our lives. If one does not have well-established goals, then one's energy is likely to be expended unwisely, and one's progress may be uncharted and unrecognized. In fact, without goals, one may indeed ask, "What next?"

The latter years of high school represent a critical period during which goals are becoming more important in determining the direction of many students' lives. Identifying goals is an especially difficult task for adolescents. Factors such as lack of self-understanding, peer and parental pressures, and uncertainty about the future can contribute to the difficulty of undertaking a meaningful look at one's goals. Therefore, the development of a strategy which would assist students in being more definitive in their goal selection could prove helpful to both students and teachers.

DEVELOPMENT OF THE GOAL Q-SORT

The researchers explored various approaches which could be taken to help adolescents identify and prioritize their goal selections. The Q-Sort technique was chosen in preference to a questionnaire because it was judged to be more motivating and unique for participants. The Q-Sort, originated by Stephenson,[1] involves sorting a set of cards into piles to form a normal distribution. A specific number of cards is placed in each pile. The process of sorting cards actively involves students in prioritizing their goals.

In order to identify a wide range of typical adolescent goals, suggestions were solicited from 240 senior high school students and college freshmen. The resulting goals were analyzed, refined, and reorganized several times.

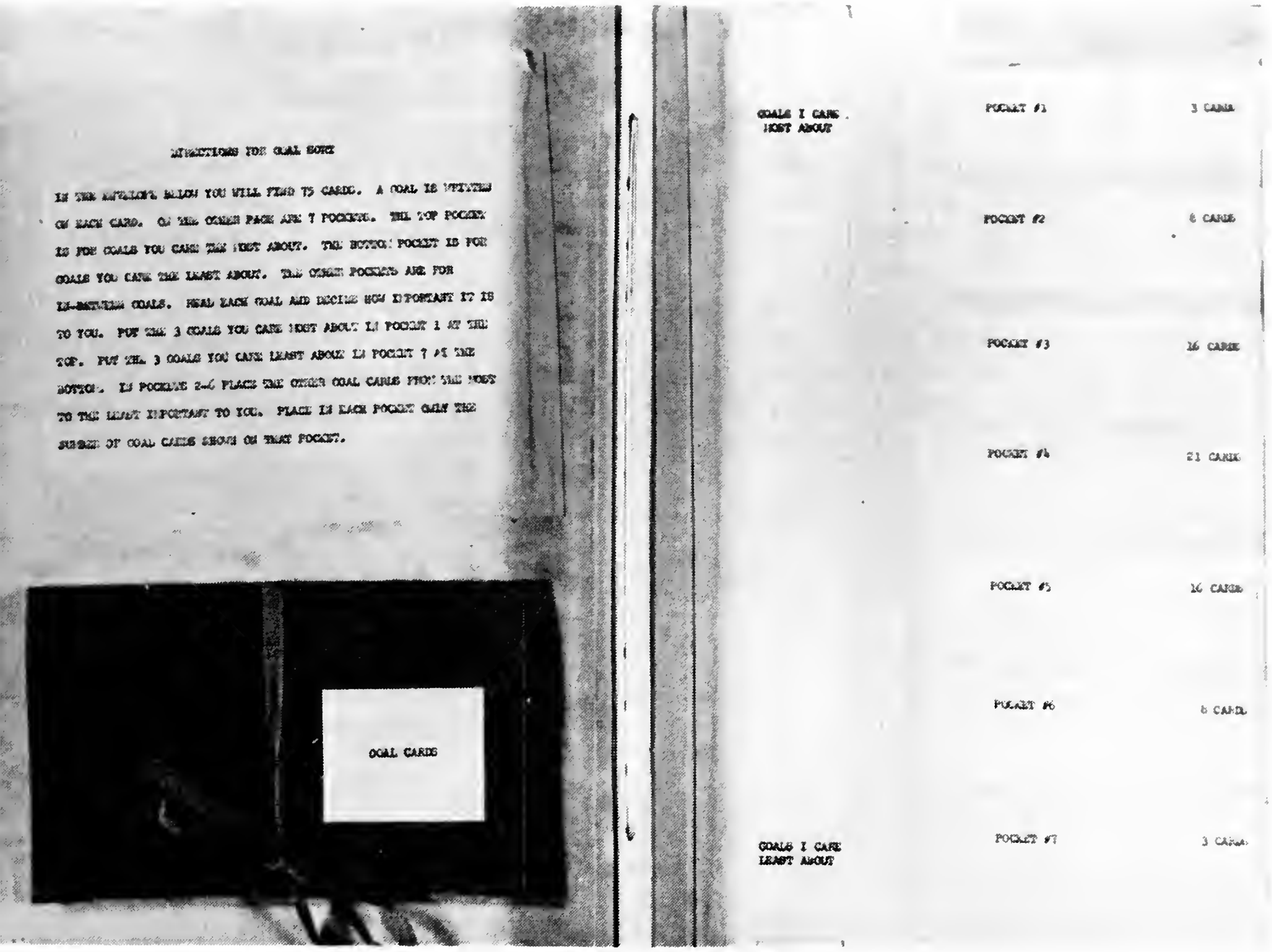
A classification scheme for the goals was developed, and a panel of eight judges including counseling psychologists, college home economics professors, and high school teachers assisted in validation of the classification scheme. As a result of the judges' decisions and additional refinements by the researchers, a total of 75 goals was obtained. The goals and classification system appear in the chart, Goal Classifications.

The Q-Sort was given twice to the same 152 male and female eleventh and twelfth grade students with a one-week time interval between administrations. When their responses to the first administration were compared to the second administration, students' responses were found to be highly consistent.

THE FINAL GOAL Q-SORT

Colorful, heavy folders which opened flat were used for the Q-Sorts. Appearing on the left side of the folder was an envelope containing the 75 goal cards and directions for the students which read as follows:

[1]W. Stephenson, *The Study of Behavior—Q-Technique and Its Methodology* (Chicago: University of Chicago Press, 1953).



DIRECTIONS FOR GOAL SORT

IN THE ENVELOPE BELOW YOU WILL FIND 75 CARDS. A GOAL IS WRITTEN ON EACH CARD. ON THE OTHER PAGE ARE 7 POCKETS. THE TOP POCKET IS FOR GOALS YOU CARE THE MOST ABOUT. THE BOTTOM POCKET IS FOR GOALS YOU CARE THE LEAST ABOUT. THE OTHER POCKETS ARE FOR IN-BETWEEN GOALS. READ EACH GOAL AND DECIDE HOW IMPORTANT IT IS TO YOU. PUT THE 3 GOALS YOU CARE MOST ABOUT IN THE POCKET AT THE TOP. PUT THE 3 GOALS YOU CARE LEAST ABOUT IN POCKET 7 AT THE BOTTOM. IN POCKETS 2-6 PLACE THE OTHER GOAL CARDS FROM THE MOST TO THE LEAST IMPORTANT TO YOU. PLACE IN EACH POCKET ONLY THE NUMBER OF GOAL CARDS SHOWN ON THAT POCKET.

On the right side of the folder, seven pockets, taped to the folder, were vertically arranged with the top end of the continuum labelled "Goals I Care Most About" and the bottom end labelled "Goals I Care Least About." The number of cards to be sorted in each pocket was as follows:

Pocket	Number of Cards
1	3
2	8
3	16
4	21
5	16
6	8
7	3

It took students between 30-40 minutes to sort the 75 goal cards. After the cards were sorted, the students made a record of their goal distribution on a separate sheet of paper.

USES FOR GOAL Q-SORT

The Goal Q-Sort can be used in numerous ways. After individual students have prioritized their goals, the class can discuss different ways to work toward achieving their high priority goals, and individual students can develop plans for attaining selected goals. As an ongoing activity, students might keep a log of the progress they were making toward achieving their selected goals. The independent use of the Q-Sort could be done as an optional project, as a home experience, or as part of an FHA IMPACT project.

Students could take a poll of their classmates' most important goals. A comparison of the priority goals for males and females could be made and a discussion of the results might follow.

Students considering marriage in the near future could complete the Goal Q-Sort and have the people they plan to marry complete the Q-Sort, too. A comparison of their priorities provides the basis for a worthwhile discussion about their future.

GOAL CLASSIFICATIONS

Interpersonal

(Relationships with others)

- Be a good friend to others
- Have close friend(s)
- Spend time with friends
- Be close to my family
- Help my family
- Do things with my family
- Marry someone I love
- Be happily married for a long time
- Marry someone I know well
- Have children
- Spend time with children
- Be a good example for children
- Have leadership qualities
- Be thought of as a leader
- Be a leader in many areas of my life
- Do volunteer work
- Work with community organizations
- Do things for others in the community
- Understand others better
- Talk easily with others
- Be a good listener
- Be active in sports

Intrapersonal

(Personal concerns)

- Be close to God
- Go to heaven
- Help people learn about God
- Do exciting things
- Have a lot of change in my life
- Try everything I want to
- Be an attractive person
- Look natural
- Look up to date
- Be well known to others
- Be well liked by others for what I am
- Respect myself
- Feel free to be different from others
- Be able to think on my own
- Make it living on my own
- Learn as much as I can
- Get the best education I can
- Do well in school
- Work to improve my weaknesses
- Develop my strengths and talents
- Know myself better
- Eat the right foods for health

Material

(Concrete possessions)

- Have enough money to help others
- Work to make money
- Have enough money to buy what what I want
- Have a job I enjoy
- Advance in my job
- Be good at my job
- Travel to foreign places
- Travel in the U.S.
- Meet people in other countries
- Have a recent model vehicle (car, pickup, van, etc.)
- Have good equipment on my vehicle (car, pickup, van, etc.)
- Have more than one vehicle (car, pickup, van, etc.)
- Own my own home
- Have a nice place to live
- Keep my home in good condition
- Collect possessions (things) of interest
- Have many possessions (things)
- Take care of my possessions (things)
- Have a lot of clothes
- Wear fashionable clothes

- Understand sports
- Promote sports
- Live with someone
- Remain single
- Be free without ties to anyone
- Exercise for good health
- Be healthy all my life
- Be more patient with myself and others
- Accept things I cannot change
- Be willing to wait for good things
- Have comfortable clothes

A NEW BREED OF VOLUNTEERS

Jeanne Wirtzer
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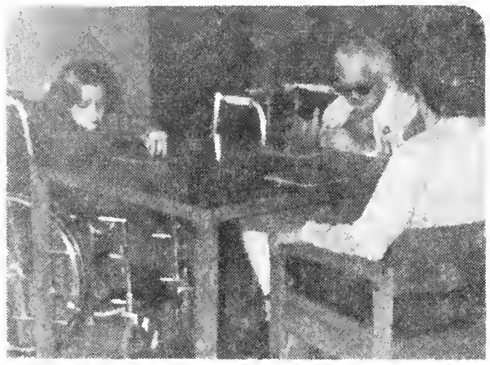
Our school is a special school and the students in my Home Economics classes are very special students to me. The following article will explain my statement.

Handicapped Students Help Others. Volunteering your services for a worthwhile cause has been an avocation of many Americans, young and old. Every hospital, nursing home and health facility has its auxiliary services. It is not unusual to see healthy, bubbling teenagers walking through the halls in their candy striped uniforms in many of these settings. However, it is an unusual sight to see a group of physically handicapped students, some pushing their wheelchairs, others walking on crutches, contributing their time and energy to make someone else's day a little brighter.



Meg, a 16-year-old C.P. playing Bingo with a blind elderly resident of JIGC.

Volunteer at Geriatric Center. The students in one of my Home Economics classes chose to spend one day a month at a local geriatric facility as part of their community involvement for this school year. On the appointed date each month, nine students, male and female, who are in the tenth and eleventh grades, travel by van to the Jewish Institute for Geriatric Care in New Hyde Park, New York.

Participate in Varied Activities. At the center, the students spend the afternoon entertaining the elderly residents. They are part of a large volunteer auxiliary of students and adults who donate their time and efforts to comfort and entertain the elderly residents. Some of the students spend time playing Bingo in one of the recreation rooms with the residents, or assisting in the Arts and Crafts workshop. Some students help the elderly workers in the sheltered workshop which is located in the lower level of the building. The design of this facility provides excellent accessibility for the students.

Rewarding Experience. This experience has evolved into a most worthwhile and rewarding one for the students. The elderly people anxiously await our monthly visits. They speak glowingly of our students and have developed a fond attachment for them. A beautiful relationship has developed between one of the elderly ladies and one of our young men. She corresponds with him, is very concerned should he not be present when we come monthly, and eagerly awaits our visits. Her day is a happy one when she sees the youngster. It is a wonderful inspiration for the students to realize the joy and happiness they bring to these lonely elderly people.

Residents Surprised Students. To show the students their affection for them, and how deeply they appreciate their generosity in giving their time, the residents planned a surprise Christmas party for the class and presented them with a lovely Poinsetta plant for the Home Economics classroom. The residents, male and female, gleefully sang and entertained the youngsters. The look of pleasure and delight shone on every elderly face there. The students were quite affected.

Reaction Toward Project. All of the students involved in this project are very pleased with the results. They find it a very satisfying experience. They enjoy their monthly visits and look forward to them eagerly. They have a wonderful feeling about helping someone else who needs a little help. Their handicaps, which include spina bifida, muscular diseases, paraplegia, and other disorders do not interfere with their ability to lend a helping hand when needed.

A New Example. Perhaps you can understand why these are extra special students. Giving of one's self to help another person is always a rewarding, gratifying and exciting experience. Each person derives pleasure and enhances self-esteem by graciously giving of themselves. This new breed of volunteers is a genuine example of this.

PREPARING THE PHYSICALLY HANDICAPPED STUDENT FOR EMPLOYMENT

Myra Timmons
Assistant Professor
Department of Clothing
and Textiles
Texas Tech University
Lubbock, Texas

Eleanor Woodson
Associate Professor
Department of Clothing
and Textiles
Texas Tech University

The Rehabilitation Act of 1973, the Education of the Handicapped Act of 1975 and the Vocational Act of 1963 have provided vocational education for the handicapped student in the public schools. The Vocational Education Programs for the Handicapped are designed to provide technical instruction and practical experience for these students preparing to enter employment in occupations requiring knowledge and skills in vocational education program areas. Seven Vocational Educational Programs are presently approved for the VEH programs. The area of Homemaking Education provides preparation for employment in Home and Community Services, Food Service, and Clothing Service. This article will give suggestions for training the handicapped student interested in employment in Clothing Services with main emphasis on Clothing Construction.[1]

The instructor should first become aware of some of the problems that are encountered by the physically handicapped student. Visual and auditory disabilities cause problems in detecting, perceiving, understanding and retaining information. Motor disabilities affect how environmental information is received, analyzed, and integrated, as well as how responses are controlled and evaluated.[2]

The following suggestions are given to aid instructors in preparing students with physical limitations for employment in Clothing Services. Research in this area has recently been conducted at Florida State University, University of Alabama and Texas Tech University.

Organization of Sewing Area

1. The sewing area should be organized in a manner that will promote free movement and accessibility to construction supplies and equipment and require the least amount of effort in moving from the cutting area to the construction area and to the pressing area.
2. The student with auditory problems should be placed in a work area with a minimum of noise and distractions. The student should be able to face the instructor to facilitate lip-reading.
3. Sewing equipment should be arranged in an organized manner so the visually impaired will not have to hunt for things when they sit down to sew. A thick cardboard placed on top of the table or counter with pieces cut out the shape of various supplies (i.e., scissors) aids the student in locating and replacing equipment.
4. A peg board that can be hung on a wall near the sewing machine can also be used for storing small equipment. Large pockets made of fabric could be used for storage areas. These pockets could be labeled in Braille with dynamo tape and in large letters.

Pattern Preparation

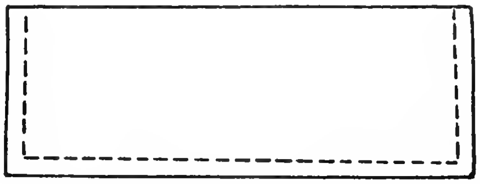
1. The cutting edges of all pattern pieces can be taped with drafting tape which provides the visually impaired a definite line to follow when cutting.
2. Pattern pieces can be cut of heavy brown paper by a sighted person with notches cut out and holes for marking the dots cut in.

---

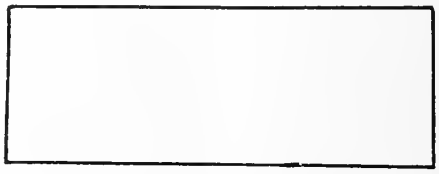
[1]*Handbook for Vocational Education for the Handicapped*, Home Economics Instructional Materials Center, Texas Tech University, Lubbock, Texas, July 1978, pp. 5-14.

[2]Oliver P. Kolstoe, *Teaching Educable Mentally Retarded Children* (New York: Holt, Rinehart and Winston, Inc., 1970).

3. Darts, pleats, notches and other place markings can be identified by applying white glue directly to the pattern dots. The glue provides a raised effect so the visually handicapped can feel the guidelines.
4. The grainline and outline of darts on each pattern piece can be machine stitched with long stitches. This makes the location of darts and direction of grainline easy to find on the pattern when ready for layout for the visually impaired.
5. Extra pattern pieces can be cut for those areas that need to be interfaced, such as collars, pockets, flaps, etc. On new pattern pieces, trim off the seam allowances and use the remaining as an interfacing pattern.



Pocket flaps with seam allowances.



Pocket flaps without seam allowances.

Fitting Pattern and Garments

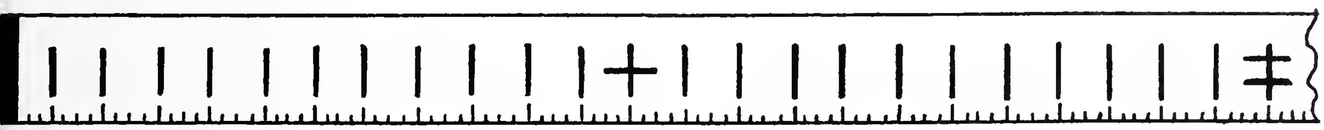
1. The best method for taking body measurements for the physically handicapped is in a lying position.
2. Measurement for the student confined to a wheelchair should be taken in a sitting position. A person's body changes form when sitting as some parts may elongate while component parts may shorten. The front torso in a sitting position becomes shorter than normal from shoulders to waist while the back torso becomes longer than normal from shoulders to waist. A sitting position results in a shorter than normal front torso from waist to crotch line and a longer back torso measurement from waist to crotch line. The length of leg measurement varies in a sitting position from a standing position. The front of the leg measurement becomes longer than normal from crotch line to ankle in a sitting position. The back of the leg measurement becomes shorter than normal from crotch line to ankle in a sitting position. Hips become larger and flatten in a sitting position.[3]
3. A muslin shell should be made from a fitted pattern after alterations are made to fit body irregularities. The left or right side of the physically handicapped person will often vary in shape and size from the opposite side. Accurate fitting is not possible by just trying on the pattern since only one side of body is fitted. The muslin shell after alterations are made is taken apart and used to cut idential paper pattern pieces.

Cutting and Marking

1. Surgical scissors (bandage scissors) are best for the visually impaired student as the angle of the blade allows the scissors to lie flat on the table, and the knob on the bottom blade can be lined up with the pattern. (The blind student has a tendency to hold the scissors parallel to the table when using regular scissors.)
2. Shears with a knifesharp edge, such as the Gingher brand, require less effort to manipulate and can usually be used by the student with limited arm or hand movement. Electric scissors may be easier to use for individuals with certain types of physical limitations. Electric scissors that turn on when plugged in without the use of an "off and on" control are better for the student with rheumatoid arthritis due to extreme weakness in fingers and thumb.
3. A definite coding system is needed to mark required locations. Dots may be cut out of felt and glued on. (Example: one dot for a dot, two dots for a notch, etc.)
4. Pockets, buttonholes, and zipper endings can be marked with knots of thread, staples, or stafety pins. Dots and darts can be marked by making tailor's tacks using H/30 Industrial thread which may be purchased from companies that supply manufacturers.
5. Notches, darts and other pattern locations can be marked with bright plastic cloth or florescent tape which can be felt or seen by some students.

[3]Kay Caddel, *Measurements, Guidelines and Solutions* (Lubbock, Texas: Vintage Press, 1977), pp. 14-19.

6. Straight of grain may be marked with a piece of bias tape sewn into place or with yarn or masking tape.
7. The letters F, B, R, and W can be cut out and glued on the fabric to distinguish the front from the back and the right side from the wrong side. The letters may also be cut out in Braille.
8. The numbers on cloth or plastic tape measure can be identified by placing staples vertically on the inch lines and horizontally at each foot line. One staple will be placed horizontally at the 12 inch mark, two staples at the 24 inch mark, three at the 36 inch mark and 4 at the 48 inch mark. Machine stitching can be placed at every ¼ inch mark. Spots of glue or small notches may be used to mark the yardstick.

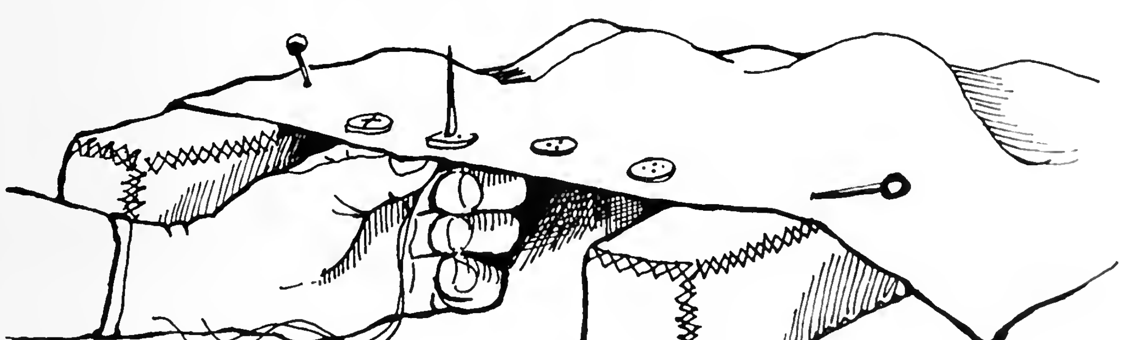


Tape measure showing staple markings for inch and foot lines.

9. Pins with large heads work better for holding pattern pieces on fabric that has been placed on a piece of Celotex board as the pins can be stuck into the board. If the pins being attached make cutting more difficult, then weights may replace pins after pattern pieces are grain perfect.
10. A cutting board placed on a table is good for the wheelchair bound student as the board can be turned as needed to reach all the pattern pieces to be cut.
11. A cutting board marked in Braille can be purchased for the blind.
12. Using weights instead of pins to hold the pattern on the fabric is easier for some handicapped students to manage.

Equipment and Construction

1. Sewing machines especially designed for the handicapped are available.
2. Tables without an apron and with adjustable legs are necessary for students in wheelchairs. The most ideal table is one with a hydraulic lift that can be raised or lowered by a switch. All wheelchairs are not the same height and often different heights are needed for cutting, sewing, or pressing.
3. The temperature dial on an iron can be marked with liquid solder to indicate different settings such as one mark for synthetics and two marks for wool.
4. Notches may be cut in spools of thread to indicate color or Braille tags may be used.
5. Needle threaders, rulers and measuring tapes with Braille markings and small magnets for locating dropped pins are available for the blind.



Padded bricks used to hold garment in place while attaching buttons.

6. Builder's bricks that are covered with padding and felt fabric are most useful for students with hemiplegia to use to hold their work. Needles can be "held" by the padded brick while being threaded one-handed. Buttons can be sewn on a shirt or blouse by the student with the use of only one hand by pinning the garment to the two padded bricks that are placed about 3 or 4 inches apart.

7. Strips of cardboard cut in widths of 5/8, 1/2, 1/4, and 1/8 inch can be used to familiarize the visually impaired students with different widths of seam allowances.
8. The different types of hand stitches may be taught by using a large needle and yarn. Leave the needle threaded to show the direction of the stitch. Place the stitch illustrations in manila folders and apply raised letters on the outside to indicate the name of the stitch.
9. The individual with multiple schlerosis has very poor eye-hand coordination and the use of a sewing guide while stitching improves accuracy.
10. A very lightweight steam iron is better for pressing for the student with hand or arm weakness.

Sue Armstrong

Last year *Illinois Teacher* surveyed and featured the 1978 Teacher of the Year Awardees. One response to the survey came in too late for that feature. She is Sue Armstrong, Arizona Teacher of the Year.

I asked her for one sentence of advice to new teachers and she said, "Adjust your teaching experiences so that *you* enjoy participating in them."

Her future-oriented semester course called "Century 21" helped her win the award. Its goals are:

1. To develop an awareness and interest in our past, present and future.
2. To recognize the importance of foresight and knowledge in making wise decisions.
3. To learn to use creative thinking in *inventing* our future.
4. To explore changing trends in population, energy, genetics and birth, work, leisure, the family, citied and housing, and life span.
5. To recognize the impact of change on our attitudes, actions and on society.
6. To recognize the necessity of effective communication and understanding.
7. To develop individual guidelines that will help students identify and clarify their future goals in order that they may begin creative action NOW.

PRESENTING COHABITATION AS A LIFE STYLE: A HIGH SCHOOL UNIT

Carolyn S. Boggs
Home Economics Teacher
Springtown High School
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Assistant Professor and Head
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During the latter half of the 1960s, mass media began to capitalize on the changing American family by questioning the validity and relevance of traditional marriage. Alternative life styles were presented and discussed in newspapers, books, television, and films. Ambron[1] stated that implications of the "now" generation have contributed to teenagers' belief that everyone should be uninhibited and experimental in their life styles. Actually, *how* social mores are changing is difficult to measure. However, the conflict between what is reported to be and what really is happening, does add to teenagers' confusion in searching for their personal identities.

When teaching high school home economics courses on family relations, our students expressed a strong interest in learning about various adult life styles. Knowing that high school students soon will be facing major life decisions and that currently they are working on developing their own personal value system,[2] we had to face questions of how to present material on both marriage and alternate life styles.

Cohabitation, as one alternative to traditional marriage, has piqued the attention of teenagers.[3] According to Macklin[4] cohabitation occurs when members of the opposite sex "share a bedroom for at least four nights per week for at least three consecutive months."

Most formal research studies on cohabitation have been conducted on college campuses, where the largest increase in cohabitation has been observed.[5] However, cohabitation in the United States is not limited to the young. Smart and Smart[6] discussed a survey of the elderly which indicated that more than 18,000 couples over the age of sixty-five described themselves as unmarried and living together. Thus, the scope of couples choosing cohabitation as a life style covers a wide range of ages.[7]

To discover how high school students are affected by information on cohabitation, a survey was conducted in February 1978 of seventy high school seniors (thirty-seven males and thirty-three females) in Springtown, Texas, a small, rural community with a population of 1,500. Using the definition of cohabitation as living together without being married, the items on the questionnaire asked for students' opinions on issues regarding cohabitation. An example of a question is: "Living together is a good way for two people to decide if they can get along with each other before entering into marriage." Possible responses were: (a) strongly agree; (b) agree; (c) disagree; (d) strongly disagree. The results of this survey revealed the following opinions:

1. Sixty-one percent reported that cohabitation would help people understand what they wanted from a relationship.
2. Sixty-three percent reported that cohabitation should last less than two years.
3. Sixty-one percent believed that cohabiting couples were less committed to the relationship.

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[1]Sueann Robinson Ambron, *Child Development* (San Francisco: Rinehart Press, 1975), p. 403.

[2]Diane E. Papalia and Sally Wendkos Olds, *A Child's World: Infancy Through Adolescence* (New York: McGraw-Hill Book Company, 1975), pp. 626-627.

[3]Carolyn Sue Boggs, "Current Opinions of Cohabitations As Expressed by High School Students" (Unpublished Problem in Leiu of Thesis, North Texas State University, Denton, Texas, 1978), pp. 24-25.

[4]Eleanor D. Macklin, "Heterosexual Cohabitation Among Unmarried College Students," *The Family Coordinator,* 21 (October, 1972), pp. 463-471.

[5]Nick Stinnett and James Walters, *Relationships in Marriage and Family* (New York: Macmillan Publishing Company, Inc., 1977), p. 391.

[6]Mollie Stevens Smart and Laura S. Smart, *Families Developing Relationships* (New York: Macmillan Publishing Company, Inc., 1975), p. 213.

[7]Connie R. Sasse, *Person to Person* (Peoria, Illinois: Charles A. Bennett Company, Inc., 1975), pp. 278-279.

4. Students were undecided about the advantages of cohabitation outweighing the disadvantages of cohabitation.
5. Forty-six percent agreed that the end result of cohabitation should be marriage.
6. Fifty percent agreed that cohabitation would lower the divorce rate.
7. Fifty-one percent reported that cohabitation would not foster a positive environment for rearing children.
8. Sixty-nine percent reported that their parents would view cohabitation as an unacceptable life style for their children.
9. Students gave mixed responses on the question asking if cohabitation would be an acceptable life style for themselves. Forty-five percent said it would be unacceptable; thirty-one percent were undecided and twenty-four percent said it would be acceptable.

The results thus indicated that these high school students have definite opinions about certain aspects of cohabitation, yet are undecided about other aspects of this life style. Since the relationship between teenagers and their parents is not always smooth and many teenagers report having difficulty talking freely with their parents,[8] it seems desirable that a unit on cohabitation be included in a family living course.

The following unit plan is designed to be used with high school students studying cohabitation as a life style. The goal of such a unit is not to condone cohabitation as a preferred life style but rather to expose the students to factors that affect couples who live together and are not married.

UNIT PLAN

Concept: Cohabitation as a life style

Objectives:
1. To define cohabitation.
2. To clarify personal values regarding cohabitation.
3. To review periodicals describing cohabitation.
4. To identify role expectations of cohabiting couples.
5. To identify the legal aspects related to cohabitation.
6. To dramatize family and societal implications regarding cohabitation.
7. To assess the financial situation of the cohabiting couple.
8. To evaluate strengths and weaknesses of cohabitation presented in various case studies.

Generalizations:
1. The behavior standards and values of the American society are changing continuously.
2. The number of young Americans choosing cohabitation as a temporary life style is increasing.
3. The reasons couples choose cohabitation are varied.
4. Cohabiting couples live together for varying lengths of time.
5. Most conflicts expressed by cohabiting couples center on their differing attitudes toward commitment and role expectations.
6. Many cohabiting relationships are not planned but evolve from a growing interpersonal relationship.
7. Legal aspects of cohabitation are rarely considered at the beginning of the relationship.
8. Financial needs are often used as justification for selecting cohabitation as a life style.
9. Cohabitation as a life style is affecting society in general.

Learning Activities:
1. Present the term cohabitation and have students write a list of synonyms describing that word. Next, have students discuss their ideas to develop a definition of cohabitation.
2. Administer a questionnaire to the students to ascertain their views on cohabitation. Discuss the results. Have students compare the male students' responses with the female students' responses.

[8]Papalia and Olds, *op. cit.*, p. 626.

3. Develop a class questionnaire or interview form and have each student interview two adults in order to ascertain their views on cohabitation and share the results.
4. Have students read current newspaper and magazine articles dealing with cohabitation and analyze the articles in class.
5. Divide the class into two groups. One group will develop a list of role expectations for the married couple; the other group will develop a list of role expectations for the cohabiting couple. Compare the two lists in class.
6. Invite a lawyer to class to discuss the legal aspects related to cohabitation.
7. Role play the following situations:
   a. What would be your initial reaction toward a neighbor or family member entering into a cohabiting relationship?
   b. How would you explain the cohabiting relationship to your friends, siblings, parents, grandparents and neighbors?
8. Plan a budget for a cohabiting couple:
   a. Describe the major expenses for insurance, furniture, automobiles, rent (or house payments), utilities, groceries, clothing, entertainment, etc.
   b. Identify how expenses are to be met.
9. Evaluate case studies of cohabiting couples:
   a. To recognize their reasons for choosing this life style.
   b. To list the strengths and weaknesses evident in the life style.
   c. To develop a list of solutions for the problems identified from the case studies.
10. Invite a marriage counselor to class to discuss the kinds of problems cohabiting couples bring to him/her. Compare with those of married couples.

Reminder . . .

The *Proceedings* of the National Conference on *Current Concerns in Home Economics Education* are available from the *Illinois Teacher* office now at a special price of $2.50 if ordered before December 31, 1979.

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by Wynette Barnard
Graduate Assistant
Home Economics Education
University of Illinois

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1. Planning to rent?
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5. What problems might arise?

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The Advanced Study Center actively solicits applications from highly select leaders and scholars in vocational education and related areas of study such as employment policy, labor economics, sociology of work, women in the work force, and career development who have attained distinction in the profession or exhibit outstanding potential in achieving such distinction. The application deadline for 1980 is November 1, 1979. Applications are also being accepted for 1981 and 1982.

The fellowship program is designed to promote the professional development of its Fellows and increase their scholarly contributions to vocational education and thereby greatly enhance the intellectual capital of the profession.

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A substantial support policy attempts to maintain Fellows' salary levels of previous year in combination with other financial resources that may be available to applicants.

For further information contact: Earl B. Russell, Coordinator of the Advanced Study Center, National Center for Research in Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210.

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ILLINOIS TEACHER SUBSCRIBER SURVEY FORM

(Please answer all questions that apply to you by checking the appropriate boxes next to your answer OR in the spaces provided.)

1. (a) Are you a library subscriber?
   - No ☐
   - Yes (answer 1(b)) ☐

   (b) Name of library ____________

(If a library subscriber, please answer Q3 and mail the form.)

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   - other (please specify) ☐ ____________

(If this is a 'department,' 'resource center' or other than personal subscription, please have a major user complete this form.)

3. What initiated your first subscription?
   - advice of a friend ☐
   - reading an issue ☐
   - recommendation of teacher/friend ☐
   - display/contact with *Illinois Teacher* personnel ☐
   - display at a conference ☐
   - other (please specify) ☐ ____________

4. How much of *Illinois Teacher* do you read?
   - all or most of each issue ☐
   - all or most of certain issues (specify) ☐ ____________
   - certain parts of each issue (specify) ☐ ____________
   - only parts dealing with subject matter taught ☐ ____________
   - other (specify) ☐ ____________

Fold Here

5. (a) Which other journals do you subscribe to?

	(a)	(b)
Journal of Home Economics	☐	☐
Forecast	☐	☐
Tips and Topics	☐	☐
Vocational Education Journal	☐	☐
Educational Leadership	☐	☐
Journal of Educational Research	☐	☐
Kappan	☐	☐
Other (please specify)	☐	☐

____

5. (b) Which other journals do you use regularly in your work? (see (b) column above)

6. Why do you subscribe to *Illinois Teacher*? (Check *all* that apply.)
   - Provides articles to stimulate thought on current societal issues ☐
   - A means of keeping abreast of trends/changes in home economics education ☐
   - A good resource for teaching techniques ☐
   - A means of finding out about other resources ☐
   - Generally interesting and informative professional reading ☐
   - Update on home economics subject matter and issues ☐
   - Other (please specify) ☐ ____________

7. What subject matter do you find of greatest value or interest?
   - Nutrition/food related ☐
   - Career development ☐
   - Child development/family relations ☐
   - Consumer education ☐
   - Clothing and textiles ☐
   - Energy/conservation ☐
   - Housing/shelter ☐
   - Other (please specify) ☐ ____________

8. What types of articles do you find of greatest value and interest?
   - Teaching techniques (games, simulations, activities) ☐
   - General subject matter information ☐
   - Trends in home economics education ☐
   - Trends in home economics ☐
   - Discussions of current concerns ☐
   - Philosophical/thought provoking ☐
   - Other (please specify) ☐ ____________

Fold Here

9. To which professional associations do you belong?
   - A.H.E.A. ☐
   - A.V.A. ☐
   - Other educational professional association (please specify) ☐ ____________
   - Other professional association (please specify) ☐ ____________

10. How could *Illinois Teacher* better meet your professional and personal needs and interests?

____

11. How could *Illinois Teacher* make it easier for you to continue your subscription regularly?

____

12. Any other comments and suggestions?

____

13. What is your present occupation?
    - Elementary teacher ☐
    - Pre-school teacher ☐
    - Secondary teacher (not home economics) ☐
    - Secondary home economics teacher ☐
    - Extension advisor (home economics) ☐
    - Coordinator/teacher ☐
    - College/university teacher educator ☐
    - Homemaker (full time) ☐
    - Home economist not listed above ☐
    - Student (specify major field of study) ☐ ____________
    - Health worker ☐
    - Other (please specify) ☐ ____________

14. In your school approximately how many
    - students?
      - over 1000 ☐
      - 500-1000 ☐
      - under 500 ☐
    - home economics teachers?
      - over 4 ☐
      - 2-4 ☐
      - 1 ☐

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Position:	Associate Professor or Professor and chairperson of Home Economics Education. This will be a tenured position in the Department of Vocational and Technical Education, College of Education.
Qualifications:	Earned doctorate; established record of scholarly research and publication; substantial experience teaching undergraduate and graduate level courses and advising doctoral thesis research in home economics education. It is highly desirable that applicants have some administrative experience, and experience as a secondary home economics teacher and teacher educator. In addition, expertise in one or more of the following will be desirable: adult education, cooperative education, international education, special education, career education, manpower needs assessment, bilingual education.
Responsibilities:	This faculty appointment in the Department of Vocational and Technical Education involves: (1) teaching and advising of undergraduate and graduate students, (2) carrying out research and reflective writing in home economics education and vocational education; (3) administering the Home Economics Education Division; (4) assisting with other program and service activities consistent with Department objectives, and (5) involvement in publications of the Division of Home Economics Education, including the ILLINOIS TEACHER OF HOME ECONOMICS.
Salary:	Competitive, dependent on experience and qualifications. Appointment will be on a nine-month basis (summer school appointments in addition may be possible).
Date for Application:	Applications and nominations for the position will be accepted until February 1, 1980.
General Information:	The University of Illinois, Urbana-Champaign, serves approximately 34,000 students and has exceptional facilities for instruction and research, including the largest library of any state university in the country.
The Department:	The Department of Vocational and Technical Education has 16 full-time faculty members and offers degree programs from the undergraduate through the doctoral level. Areas of emphasis include Agricultural Education, Business and Distributive Education, Career Education, Health Occupations Education, Home Economics Education and Industrial Education. Faculty research interests include such areas as entrepreneurship, international education, special needs education, career development, planning and evaluation, impact of vocational education research and occupational survival skills, and curriculum development. The Department maintains an Office of Vocational Education Research and has active collaborative relationships with the Departments of Special Education; Administration, Continuing and Higher Education; Educational Psychology; and the Bureau of Educational Research. The Department also has an excellent cooperative relationship with the School of Human Resources and Family Studies.
Applications:	Send credentials including vitae and three letters of recommendation to:

H. C. Kazanas, Chairman Home Economics Education Search Committee 347 Education Building University of Illinois Urbana, Illinois 61801 (217) 333-0807	OR	Hazel Taylor Spitze, Chairperson Home Economics Education Division 350 Education Building University of Illinois Urbana, Illinois 61801 (217) 333-3039

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ILLINOIS TEACHER
OF HOME ECONOMICS

REDEFINITIONS AND REVALUATIONS

REDEFINING CHALLENGES AND REVALUATING ACTIONS

HOME ECONOMICS EDUCATION · UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

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Foreword

The "Minnesota issue" of the ILLINOIS TEACHER is concerned with the challenges faced by individuals, families, and schools in our present-day society and with the means and procedures necessary for deciding upon a satisfactory course of action.

Anderson and Grote emphasize that the ultimate aim of the Consumer Education program is to have family members active in all aspects of managing the resources of the home and family life. Olson explains the energy savings that may be expected by consumers using the microwave oven in place of or in combination with the conventional oven and surface units.

Two articles deal with death and loss education. Zalaznik describes a Death and Loss unit as part of a home economics curriculum. Jordahl and Nelson have planned and conducted a three-part community program relating to death. Another topic which involves the schools and the community is family law. According to Rossmann, including a unit on Family Law in the home economics program provides students and teachers with an opportunity to explore topics of vital interest and also provides a vehicle of communication between teachers and parents.

The problems of classroom management when special needs students are programed into home economics is the concern of Whiteford and Norman. They describe efforts to individualize instruction through multisensory channels and learning centers which may give students a variety of learning experiences: developing social interaction skills, decision making, group and individual planning, hands-on experiences, a deepening understanding of concepts being taught and the reinforcement of achievements in the program.

The article, "Resources for Home Economics Departments for Use by Orthopedically Handicapped Students," is concerned in a very practical manner with special needs students. It was prepared by a group of St. Paul teachers who were recipients of a Lillian Gilbreth Research grant from the American Home Economics Association Foundation.

Several articles are especially concerned with vocational education and career choices. In "Strengthening Home Economics: A Model for Involving Teachers in Change," Grote, Rogers, and Templin describe a project begun in 1975 to provide an opportunity for vocational administrators and home economics instructors to assess local programs. When the assessment is completed the school districts and centers can apply for funds to implement programs. Durken explains how the State Department of Education cooperates with schools in carrying out the objectives of the Comprehensive Employment and Training Act (CETA).

The duplication of facilities, equipment, and teaching effort in vocational education at secondary and post-secondary levels has led to criticism from taxpayers. The State-wide Curriculum Articulation Center is currently conducting research and developing curriculum for the food service area of the Home Economics Service Occupations. Stater, Hoff, and Fuehrer describe the cooperative efforts of education and industry in the coordination and implementation of articulation from a formal process/product model.

In "Helping Students Make Career Decisions," Brennecke describes how a flexible program can be developed to help high school students begin career planning and decision-making and develop a pattern for examining career opportunities objectively as they progress through the program and achieve occupational experiences in the community. —*Emma B. Whiteford*, Guest Editor

EDITOR'S NOTE: We are pleased, again, to have an issue of *Illinois Teacher* guest edited by a colleague in another state. Emma Whiteford and her fellow Minnesotans have done readers a service by contributing the contents of this issue, and the staff at *Illinois Teacher* is grateful. As always, we invite reader comments and suggestions. —*H.T.S.*

SPECIAL NEEDS STUDENTS IN HOME ECONOMICS LEARNING CENTERS

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With the increased attention in Minnesota which is being given to phasing all but the most severely handicapped students into regular school programs, it is anticipated that greater numbers of students with more kinds of special needs will be enrolled in programs that provide for the life survival skills and career clusters for which home economics teachers are responsible. These home economics programs are being offered in secondary schools on both an exploratory and a preparatory level.

In 1976 a feasibility study was undertaken to determine the numbers of special needs students in regular home economics classes in Minnesota and the extent to which secondary home economics teachers identified them and made provision for their needs. The findings revealed that the students most frequently identified as having special needs were those with reading problems, slow learners, and those having difficulties with mathematics.[1] In addition, teachers identified the following major concerns with respect to special needs students: the reading level of textbooks, lack of understanding of duplicated materials and verbal instructions, and interpersonal relations.[2]

A pilot workshop which was conducted in 1977 provided selected home economics teachers in the Twin Cities area with opportunities for instruction and discussion as to the teaching of special needs students. Consideration was also given to the possibilities of integrating special needs students into on-going classroom activities.[3]

The following material summarizes the philosophy of the workshop, some of the techniques used to implement the philosophy, and the insights gained.

PREFERRED LEARNING STYLES OF STUDENTS AND TEACHERS

The philosophy behind the workshop was that all students vary in their styles of learning just as teachers vary in their styles of teaching. Teachers participating in the workshop completed the Learning Preference Profile[4] and discussed the implications for the instruction of students in the classroom which were likely to result from their own learning preferences.

Teachers were encouraged to become informed as to the learning styles and preferences of their students as, for example, through a simple Me Profile (see Appendix B, page 67) or a more detailed Student Questionnaire (see Appendix C, page 68). As they became aware of the learning styles of their students they could readily discern the need for modifying their instructional styles in order to help students having special difficulties to achieve at satisfactory levels. Teachers saw the possibilities of varying their own teaching styles and of individualizing their classroom instruction so as to provide for all of their students without labeling special needs students and making them conspicuous within the group.

The workshop project included an exploration of ways of helping teachers with special needs students in their classes and of examining instructional materials with respect to read-

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[1]Emma B. Whiteford, *Special Needs Students in Regular Home Economics Programs: 1976 Survey of Selected Minnesota Secondary Teachers* (Minneapolis/St. Paul, Minnesota: Division of Home Economics Education, Department of Vocational and Technical Education, College of Education, University of Minnesota, 1976), p. 9.

[2]*Ibid.*, p. 15.

[3]Emma B. Whiteford, *Special Needs Students in Regular Home Economics Programs: 1977 Report on Minnesota In-Service Teacher Education* (Minneapolis/St. Paul, Minnesota: Division of Home Economics Education, Department of Vocational and Technical Education, College of Education, University of Minnesota, 1977), pp. 3-4.

[4]Pamela Bodoin Smith and Glee Ingram Bentley, *Data Bank Guide-Learning Styles. Mainstreaming Mildly Handicapped Students into the Regular Classroom* (Education Service Center, Region 13, Austin, Texas, 1975). Adapted from "Learning Preference Profile" (see Appendix A, page 66).

ing level, interest, and pertinence of the subject matter for these students. Special needs students need preparation for independent living and for vocational options.

The classroom teacher needs to be able to determine the minimum requirements for a student to learn a concept or a basic skill. Teachers often assume that all students can read, write, and relate to abstract as well as to concrete experiences. Bloom[5] has found that the degree to which students can learn is dependent upon their past experiences and that learning must continue from where they left off. If students have encountered difficulties in past years they will continue to have difficulties unless they are helped on their own level of learning. For example, if a student cannot read, all reading material given him/her will become a frustrating experience rather than contributing to the accumulation of knowledge. S/he needs alternative methods of learning while being helped to improve reading skills.

When students are passed on in the school system without having learned what they should have learned in another grade, teachers cannot assume that all students function at a similar level of conceptual development. Hunt, in his study of individual behavior,[6] pointed out that there are at least three stages of conceptual development. The first stage (Stage A) is characterized by a very simple conceptual system without norms for behavior. Students may not consider alternatives; many times they are poorly socialized and resent persons in authority. They have difficulty with common verbal symbols and may exhibit the tendency to be inattentive. Stage B is characterized by a simple concrete conceptual system with generalized norms for behavior. Students in this stage commonly use two-category classifications and many times use verbal symbols with limited comprehension. Their behavior is orderly and attentive, and they show a concern for rules. Students in Stage C make use of a more complex conceptual system, usually breaking away from generalized standards. They use complex classification, seeing and questioning alternatives. They are also more independent and stand up for their own convictions.

Hunt also states that students must be provided with material that will help meet their immediate needs as well as provide a challenge for continued learning. If classroom teachers have all these students with their very different abilities, how can teachers provide learning experiences that will be of benefit to all of them? One answer for the creative teacher is to provide alternative methods of learning through multi-sensory channels and through learning centers.

MULTI-SENSORY CHANNELS OF LEARNING

The sense of hearing has an important place in the teaching-learning environment since teachers expect students to learn to a great extent by listening. With improved listening skills some students would prefer to learn by listening rather than by reading. Another aspect which is given little attention is aural discrimination. Do background sounds enhance or interfere with a student's learning when s/he is using some other sensory receptor at the same time? For example, does using a cassette recording in conjunction with illustrations on a flip chart help to explain and reinforce a selected food preparation procedure, and does background music provided with a filmstrip tend to contribute to learning? Possibly the tone and pitch of the teacher's voice is such an irritant that the student "tunes out" and misses the explanation of an assignment needed for completing the lesson satisfactorily.

The second important sensory factor is sight. Learning by seeing involves, first, the use of arbitrary symbols to designate ideas and, second, the representation of ideas pictorially. Many learners find that understanding the intended meaning through films and illustrations is much more appealing and vivid than just the printed word. The adage "a picture is worth a thousand words" refers not to the ease with which a message is provided but to the degree to which it is understood.[7] In being sensitive to a variety of forms of visual sensory techniques, a teacher assists students in developing their communication skills while utilizing their individual learning styles.

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[5]Benjamin S. Bloom, *Human Characteristics and School Learning* (Chicago: McGraw Hill Book Company, 1976), p. 33.

[6]David E. Hunt, "Person-Environment Interaction: A Challenge Found Wanting Before It Was Tried," *Review of Educational Research*, 45(2) (Spring, 1975), 209-230.

[7]Smith and Bentley, *op. cit.*, pp. 24-25.

The third sensory factor to be considered in learning style is the haptic (motor, tactile) classification. Especially in their earlier years, children find that utilizing their sense of touch through feeling and manipulating objects facilitates learning. According to Smith and Bentley,[8] attention should be given to helping learners of all ages develop their sense of touch. Selected experiences may be expected to enrich the sense of discrimination in choice-making. For example, students learn about the qualities of mature fruits by holding one carefully in the hand to examine the smoothness of the skin, the slight mellowing of the flesh, and the appetizing aroma as indications of readiness for eating.

Taste and smell may also be expected to have a role in learning. In the areas of food and nutrition, the senses of smell and taste are important channels of communication and learning in the preparation and service of foods of acceptable quality and flavor under sanitary conditions.

Using a Sensory Factors Checklist[9] the workshop participants were asked to indicate the sensory factors they used regularly in their classes and also to check the senses and degree of activity involved in the experiences they provided. At the same time they were asked to consider ways in which they could plan to increase the number and kinds of appeals to sensory factors and the degree of activity they could provide for their students.

LEARNING CENTERS

A learning center is set up to give students an opportunity to participate in a variety of activities involving social interactional skills, decision-making, and group planning. Students are encouraged to experience learning through multi-sensory channels and hands-on experiences.

Teachers who have made use of learning centers have found that the centers benefit students in home economics, especially in specific subject matter areas. For example, learning centers were set up for seventh grade students in nutrition and textiles in North View Junior High School in Osseo, Minnesota. The students in the three classes that were scheduled for the learning centers were representative of the three levels of conceptual development described by Hunt.[10] On the pre-test, the majority of students scored lower than 50 percent of the possible score. After experience with the subject matter and activities of the learning center a posttest showed that most of the students in Stages B and C scored more than 80 percent of the possible score, and those in Stage A made substantial progress. It was concluded that the learning centers with their varied teaching methods and materials provided students with opportunities to grow within their levels of conceptual development and thereby contributed to their sense of achievement.

When setting up a learning center a teacher should decide upon one or two objectives with respect to the subject matter to be presented. Then as many different ways as possible for putting the subject matter across should be developed by the teacher. In a learning center students are expected to do more than read and fill in work sheets. They may, for example, listen to a tape, view a filmstrip, play a game, or conduct an experiment as well as, possibly, taste and feel materials or products.

Example of Planning for a Textiles Learning Center

Objectives: to understand the importance of care labels and how to read them, and to learn how to care properly for fabrics

Activities: Use a tape on the importance of caring for one's clothing, a filmstrip on care labels or clothing care, and/or examples of clothing that hasn't been cared for according to label instructions. Set up a display of care labels from both ready-made and student-constructed garments. Make a file of care label terms and devise a game for students to check their knowledge, or give them an oral or an example quiz. Make use of pictures and samples of fabrics and garments and have students match care labels for them. Ask students to determine the proper care for the garments they are wearing.

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[8]Smith and Bentley, *op. cit.*, p. 26.
[9]Smith and Bentley, *op. cit.*, reprinted from "Sensory Factors Checklist" (Transparency).
[10]Hunt, *op. cit.*, p. 223.

Peer tutoring works well in learning centers. Through participation in the activities of the center, special needs students have opportunities to interact with their peers and to experience success. Through tutoring arrangements they may experience a one-to-one learning situation which can be of value to the tutor as well as to the special needs student.

The Job Sheet[11] is useful in individualizing instruction and providing the structure needed by students in Stage A and by some students in Stage B. For students in Stage C who enjoy learning activities which provide greater independence, the instructional contract provides needed challenge and yet some guidance by the teacher.[12] Both activities are appropriate for inclusion in learning centers and for evaluating student progress.

IDENTIFYING EVIDENCES OF ACHIEVEMENT

Although formal pre-tests and post-tests are beneficial, this is only one method of measuring results. Special needs students should be evaluated, when possible, by methods that require a minimum of reading and writing. Students with learning difficulties can be asked to explain or to demonstrate in some way the concepts they have learned. Examples of those types of assessment are planning meals for one's family, keeping a record of one's own eating habits, or interviewing parents or peers on their eating habits.

Through a variety of methods teachers can help students understand concepts and give positive reinforcement for achievements. The teacher's praise and recognition make the students feel better about themselves and provide an incentive for further achievement.

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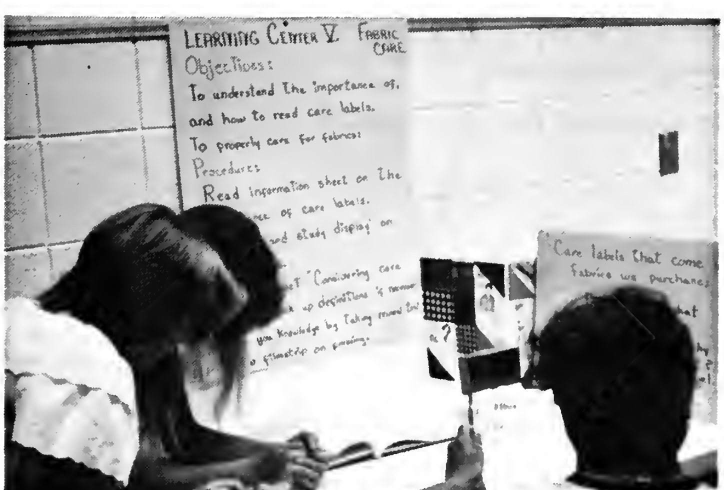
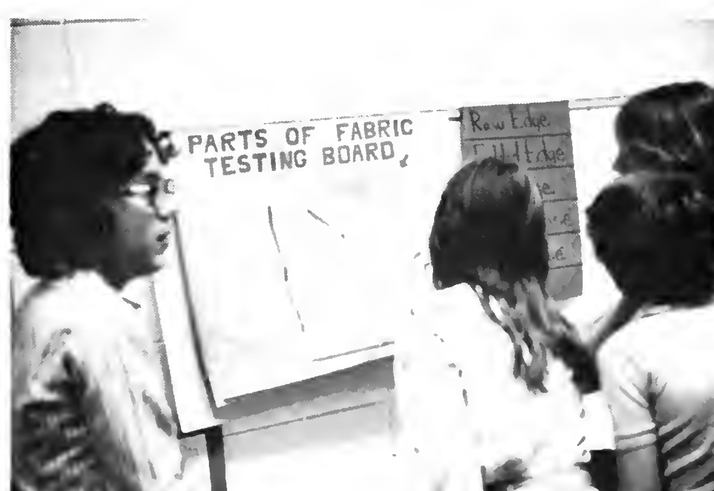
[11]Smith and Bentley, *op. cit.*, Instructional Kit.
[12]Smith and Bentley, *op. cit.*, Instructional Kit.

Students Using National Dairy Council's Food Models

Hands-on Experiences



Studying Care Labels



Identifying the Parts of a Fabric

Name____ Date__________

DIRECTIONS: Check those learning preference factors that seem most appropriate or best describe you. Check all factors that apply. (✓)

Evaluation Preference Factors:

( ) Observation, teacher rates your ability by watching your work.
( ) Paper/pencil objective tests, short answer questions.
( ) Paper/pencil essay test, writing paragraphs about what you've learned.
( ) Standardized tests, uniform, pre-prepared test, compare group norms.
( ) Take home/open book tests, can use notes or book during test.
( ) Performance. Your answers in class, a special report, completion of laboratory assignment.

Activity Preference Factors:

( ) Avid reader, reads most of the time, learns best if reads own assignment.
( ) Listener, learns best by listening to others.
( ) Likes to write—would rather write out information.
( ) Discussions—student led. Students are responsible for developing class plan.
( ) Discussions—teacher led. Teacher leads class discussion, develops class plan.
( ) Field trips. Learning by visiting educationally oriented places of interest.
( ) Laboratory experiments. Working at solutions by experimenting with problems.
( ) Research—finding answers to questions.
( ) Simulation, acting out or role-playing the meaning of a real life situation.
( ) Tutoring, help from another person.
( ) Prefers to talk over ideas, expresses ideas out loud.

Motivational Preference Factors:

( ) Ambiguity. Uncertainty (indecisive when making choices). Likes things that don't explain the answer.
( ) Exciting lectures. Teacher talks about interesting things with enthusiasm.
( ) Fascinating movies. Movies that really keep you interested, hold you spellbound.
( ) Intense discussion. Very seriously talking things over.
( ) Reading—read information for oneself.
( ) Thinking about things, asking questions.
( ) Demonstration, observing someone perform a planned task.
( ) Observing situations—observing individuals in an unplanned activity.

Grouping Preference Factors:

( ) Large groups for lectures and movies.
( ) Small groups (from 3 to 10).
( ) Paired learning—learn together, learning with one other person.
( ) Tutorial—teaching or helping another person to learn. Also receiving help from another person.

Timing:

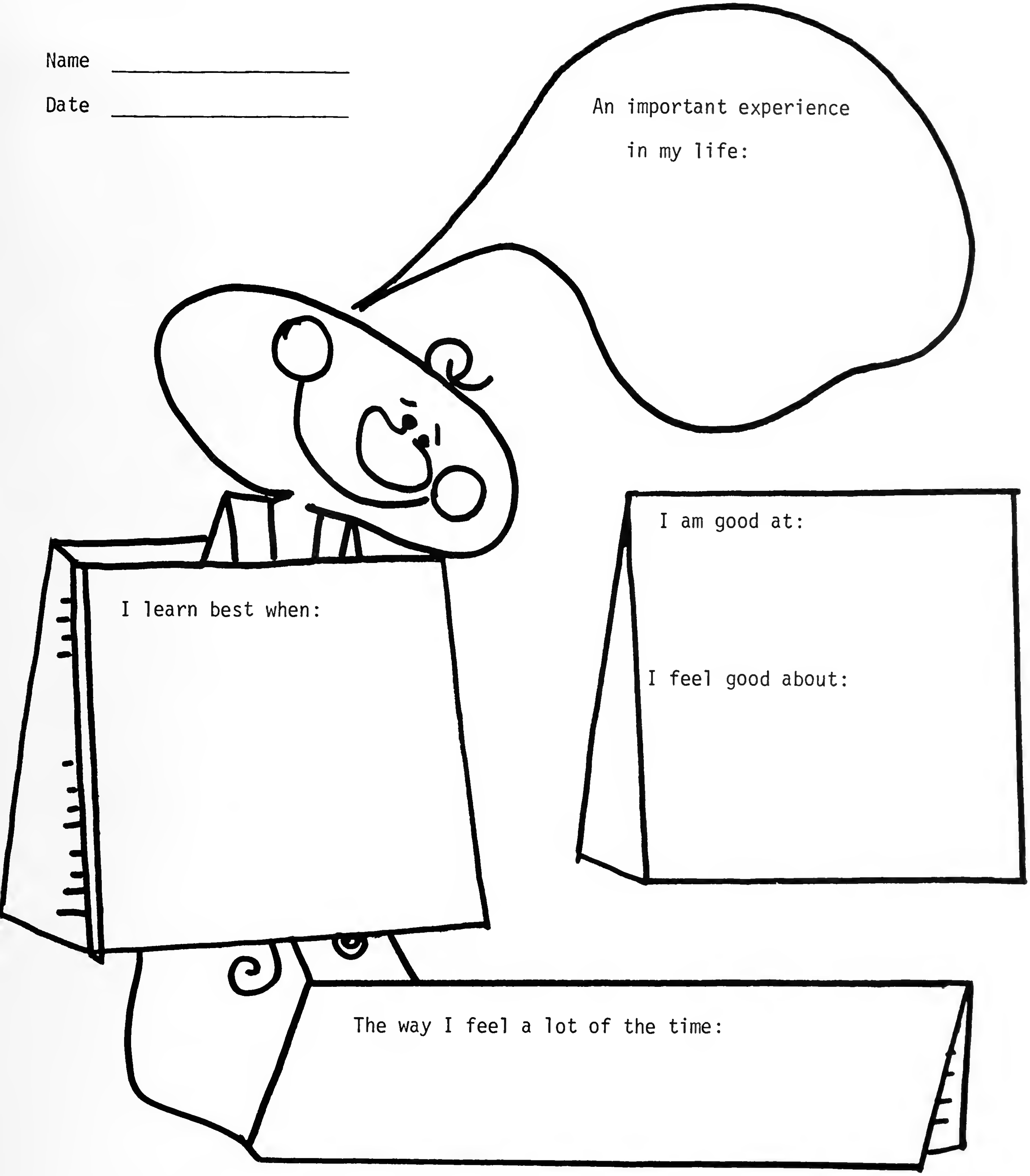
( ) Slow in understanding an objective or concept or performing a task.
( ) Likes to finish things quickly.
( ) Thorough, but works slowly.
( ) Likes to pause and take one's time.

Adapted from: Smith, Pamela Bodoin and Glee Ingram Bentley, *Data Bank Guide Learning Styles. Mainstreaming Mildly Handicapped Students into the Regular Classroom,* 1975, Education Service Center, Austin, Texas (Transparency).

APPENDIX B

Name ______________________

Date ______________________



ME PROFILE:

APPENDIX C

STUDENT QUESTIONNAIRE

Name____ Date__________

1. Below check those factors that tell how you feel about this class:

   ____ I like it: ____a lot, ____somewhat, ____a little.

   ____ I would rather not be in this class.

   ____ I find this class easy: ____sometimes, ____most of the time, ____all the time.

   ____ I find this class difficult: ____sometimes, ____most of the time, ____all the time.

2. What do you like the most about this class? Check in the blanks below:

____Class discussions	____Class projects	____Movies and filmstrips
____Listening to teacher	____Working in groups	____Working in the kitchen or sewing lab.
____Visiting with friends	____Meeting new students	____Teacher demonstrations
____Eating the food	____Preparing food	____Worksheets, puzzles and games
____Others—explain:		

____

3. What do you dislike about this class? Circle those in 2 above.

4. Can you explain why you like the class activities you checked in 2 above?

____

____

5. Is there anything you would like the teacher to do in this class that would help you to learn more? Indicate below: Examples—Spend more time helping you individually, talking more slowly, going over information again, etc.

____

____

6. Do you feel that the other students treat you fairly in this class? ____yes, ____no
   Give reason for your answer below:

____

7. If you could, how would you change this class? Use back of page.

RESOURCES FOR HOME ECONOMICS DEPARTMENTS FOR USE BY ORTHOPEDICALLY HANDICAPPED STUDENTS

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Rebecca Christopherson
Judie Hanson
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Home Economics departments are generally constructed and equipped for the "normal" student, with cabinetry at standard heights, ranges with controls in the rear, and enclosed upper and lower cabinetry. New laws mandating the mainstreaming of handicapped have made it essential that Home Economics departments provide adaptations for the orthopedically handicapped.

A Lillian Gilbreth Research Grant from the American Home Economics Association Foundation was used by teachers in the St. Paul Schools during 1977/78 to explore and purchase adaptive devices which handicapped students can use. In the implementation of the project, teachers found a wealth of resources within the school and community, both human and nonhuman. Undoubtedly similar human resources reside in every community and are available to the inquiring teacher. Other resources are sometimes more difficult to locate. This article is an attempt to share with other teachers some of those "other" resources which we found helpful, including (1) publications, (2) films, and (3) equipment. The equipment list is followed by illustrations of some items.

PUBLICATIONS HELPFUL IN WORKING WITH ORTHOPEDICALLY HANDICAPPED

A Guide for Teaching Nutrition and Foods: The Physically Handicapped Student in the Regular Home Economics Classroom by Sharon Smith Redick. The Interstate Printers & Publishers Inc., Danville, IL 61832. 1976.

A Guide for Housing and Homecare by Sharon Smith Redick. The Interstate Printers & Publishers Inc., Danville, IL 61832. 1976.

A Guide for Grooming and Clothing by Sharon Smith Redick. The Interstate Printers & Publishers Inc., Danville, IL 61832. 1976.

Accessible Architecture: Handbook based on Minnesota Building Code, Chapter 55, by Harold Kiewel and John Salmen. Minneapolis Department of Inspections, Room 300, Public Health Center, 250 S. 4th St., Minneapolis, MN 55415. Second printing, 1978.

Adaptations and Techniques for the Disabled Homemaker by Hodgeman & Warpeha. Sister Kenny Institute, Chicago Ave. at 27th St., Minneapolis, MN 55407. 4th ed., 1976.

Aids and Appliances for the Blind and Visually Impaired by American Foundation for the Blind, 15 W. 16th St., New York, NY 10011. 23rd ed., 1977/78.

Be O.K. Self-help Aids by Fred Sammons, Inc., Box 32, Brookfield, IL 60513. 1977.

Clothing for the Handicapped—Fashion Adaptations for Adults and Children by Miriam T. Bowar, R.N., O.T.R. Rehabilitation Publication 737. Available from Sister Kenny Institute, Chicago Ave. at 27th St., Minneapolis, MN 55407. 1977.

Convenience Clothing and Closures by Talon Consumer Education and Velcro Corp., 41 E. 51st St., New York, NY 10022. n.d.

Cooking with Betty Crocker Mixes (large type) by General Mills, Inc., Box 1113, Minneapolis, MN 55440. 1974.

Do It Yourself Again, self-help devices for the stroke patient by American Heart Assn., 4701 W. 77th St., Minneapolis, MN 55435. 1969.

Developing Insight Into Aging 1978 by Minn. Home Economics Assn. Developing Potentials for Handicaps. c/o Garrett Russell, 425Upton Ave. S., Minneapolis, MN 55405. 1978.

Educational Materials Catalog by Sister Kenny Institute, Chicago Ave. at 27th St., Minneapolis, MN 55407. Spring 1978.

Help Yourself Aids by Help Yourself Aids for Independence, Box 15, Brookfield, IL 60513. 1978.

Home Economics for Learners with Special Needs by Lilla Halchin. Home Economics Education Assn., 1201 16th St., N.W., Washington, DC 20036. 1976.

Mealtime Manual for People with Disabilities and the Aging by the Institute of Rehabilitations Medicine, N.Y. University Medical Center & Campbell Soup Co., Box (MM) 56, Camden, NJ 08101. 1978.

Mimi Speaks Out by Mimi Nelken, Scholastic Magazine, Inc. (Reprint). 1977.

Mimi: This Is Who I Am (filmstrip kit), Guidance Associates, 757 3rd Ave., New York, NY 10017. 1977.

A Special Child in Your Class: What a Teacher Needs to Know. Minnesota Department of Education, Special Education Section, Capitol Square Bldg., 550 Cedar St., St. Paul, MN 55101. 1976.

FILMS ABOUT THE HANDICAPPED

*A Day in the Life of Bonnie Consolo.** 17 minutes. Color. Scenes from typical episodes of the life of a woman born without arms; describes her feelings and adjustment. Excellent for Jr./Sr. Hi and Adult. Produced by Arthur Barr Films.

A Fighting Chance. 42 minutes. Color. Produced by the Veterans Employment Service. Available for sale or rental from the National Audiovisual Center, Attention Sales Branch, Washington, DC 20409; or may be obtained on loan from State Information Officer or Veterans Employment Representative of the Minnesota State Employment Service. Dramatization of a Vietnam veteran; shows his life before he was blinded in Vietnam and his struggle to lead a normal life and find a job afterward. Good for Jr./Sr. Hi and Adult.

Cripples Need Not Apply. 15 minutes. Color. Produced by WCCO-TV, Minneapolis, MN, Moore on Sunday. Shows four handicapped people: a blind person, not blinded from birth; a mentally retarded person who is now on his own after being in a State institution; a cerebral palsied person working in a sheltered workshop; and a polio victim who is now a lawyer. Shows them at their jobs and tells how they feel. Good for Sr. Hi and Adult.

Good People. 30 minutes. Color. Produced by Hughes Aircraft Co., Los Angeles, California. Available from Governor's Committees on Employment of the Handicapped or President's Committee on Employment of the Handicapped. Shows many people who are handicapped in their jobs; explains how their handicaps came to be; and shows how others accept them in their jobs. Good introduction to the world of the physically handicapped. Recommended for Sr. Hi and Adult.

No Barrier. 14 minutes. Color. Produced by Naval Photographic Center, Dept. of the Navy. Available from any Governor's Committee on Employment of the Handicapped, or from the President's Committee on Employment of the Handicapped. Story of a family in which the father and mother are deaf and dumb. Shows how well the family gets along. Shows the father getting an award for exemplary service for his job. O.K. for Jr./Sr. Hi and Adult.

Sound the Trumpets. 22 minutes. Color. Produced by the Minnesota Society for Crippled Children and Adults. Available from the Minnesota Society for Crippled Children and Adults, 2004 Lyndale Ave., So., Minneapolis, MN 55405. A fine film on architectural barriers. Recommended for Sr. Hi and Adult.

Include Us In. Under 20 minutes. Color. Available from the Minnesota State Council for the Handicapped.** Compares daily life activities of an able-bodied couple with those of handicapped persons. We would recommend for Sr. Hi and Adult.

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*Available only to St. Paul schools' personnel.

**Room 208 Metro Square Bldg., 7th & Robert Sts., St. Paul, MN 55101.

AN ABBREVIATED LIST OF EQUIPMENT FOR USE BY THE PHYSICALLY HANDICAPPED*

	Price
Grab-all reacher	5.75
Grater/suction feet	2.95
Deluxe suction bottle brush	6.95
15 in. Giant tongs	2.50
Pan holder	7.50
Maple paring boards	9.75 (deluxe)
Jar lid opener	3.99
Ronson can-do can opener Ronson 36013	
Apron hoop (1.13/more than 6)	1.25
Natural angle tongs (.81/more than 6)	.89
Suction brush	1.25
Quick-clip speed cutter	7.75
One-handed rolling pin	2.20
Over-stove mirror	5.25
Convalescent feeding cup (2.07/more than 6)	2.30
Sure-grip glass holder (2.48/more than 6)	2.75
Round scoop dish	3.49
Universal cuff	3.25 ea. s-m-l
Paring Board Suction Cups	18.70 Box of 100

*All illustrated items are available from Fred Sammons, Inc., Box 32, Brookfield, IL 60513 with the exception of "sticky" cloth, which is available from Redi-Care Medical Equipment Co., St. Paul, MN.

CLOTHING SOURCES FOR PEOPLE WITH SPECIAL NEEDS*

Care-Sew-Much (Clothing for wheelchair patients and for the incontinent)
Care-Sew-Much
432 Alpert
Fort Collins, Colorado 80521

Fashion Able-Self Help Items for Independent Living, 25 cents
Fashion ABLE
Rocky Hill, New Jersey 08553

Geri-Specials Garments (Clothes for nursing home patients)
Evelyn Reedy Industries
9201 Shawnee Shores
Coldwater, Michigan 49036

Handee for You—Fashions for the Handicapped (Custom made garments or sew-it-yourself kits)
C. O. Smith
7674 Park Avenue
Lowville, New York 13367

Men's Fashions for the Wheelchair Set
William F. Leinenweber
69 W. Washington St.
Chicago, Illinois 60602

Natural Creations—Clothing Patterns for the Physically and Mentally Handicapped
Kay Caddel
Textile Research Center
Texas Tech University
P.O. Box 4150
Lubbock, Texas 79409

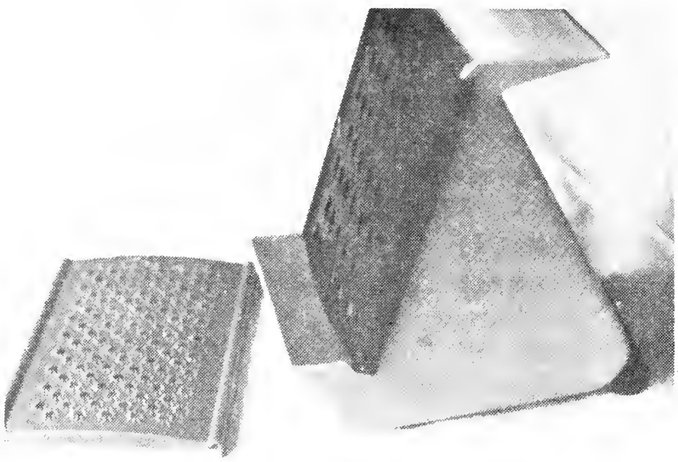
People Helping People—Clothing and Aids, $1.00
Vocational Guidance and Rehabilitation Services
2239 East 55th Street
Cleveland, Ohio 44103

PTL Designs—Apparel Manufacturing for the Elderly and Physically Handicapped, $1.00, with Style-Price-Fabric-Size Chart, Fabric Sample Chart, $1.00
PTL Designs, Inc.
P.O. Box 364
Stillwater, Oklahoma 74074

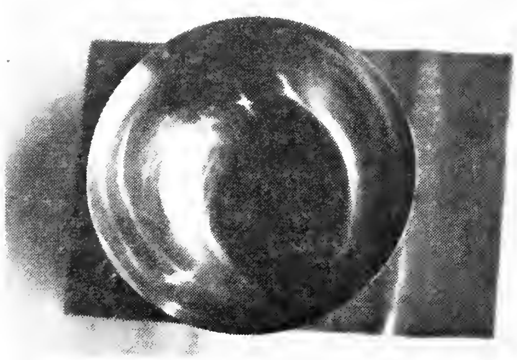
Ventura Research and Rehabilitation for Handicapped, Inc. (Carrying aids and bedside aids for use by the multiply handicapped, elderly, and convalescent patient)
Ventura
35 Lawton Avenue
Danville, Indiana 46122

*Supplied by Minnesota Agricultural Extension Service. The information given herein is for educational purposes only. No discrimination is intended and no endorsement by the Minnesota Agricultural Extension Service is implied. Adapted from materials prepared by Jacquelyn Yep, Extension Specialist, Textiles and Clothing, Iowa State University, Ames, Iowa 50011, February 1978.

Deluxe suction bottle brush. Washes inside and outside!

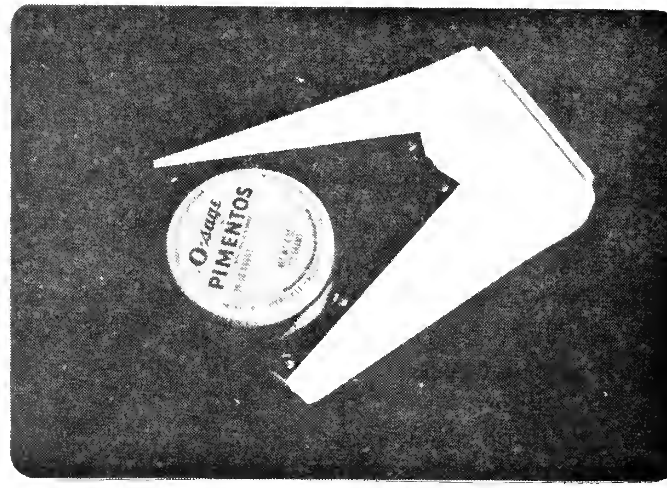


Grater with suction feet.



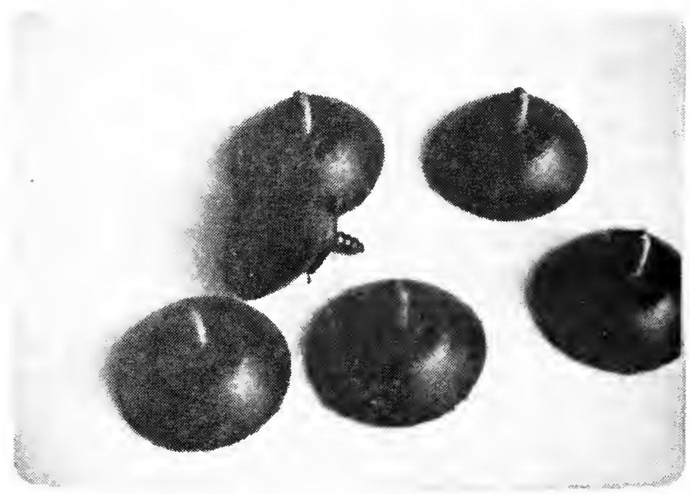
"Sticky" cloth which holds bowl while contents are being stirred.

Grab-all reacher for getting items from upper shelves.



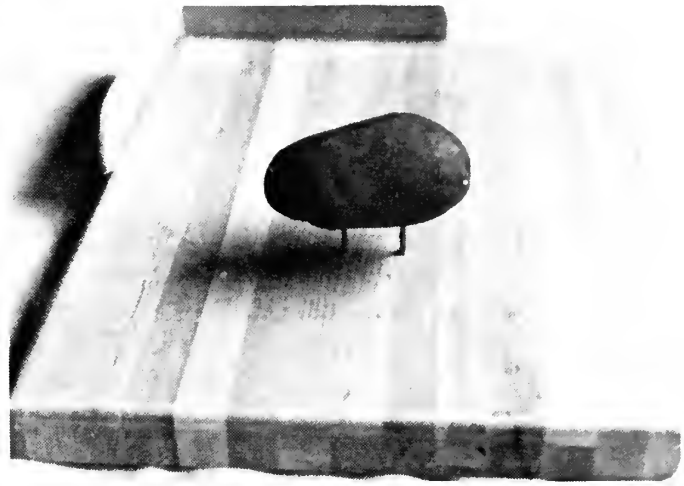
"Zim" jar lid opener opens any size jar.

Apron hoop can be slipped around the waist while seated.



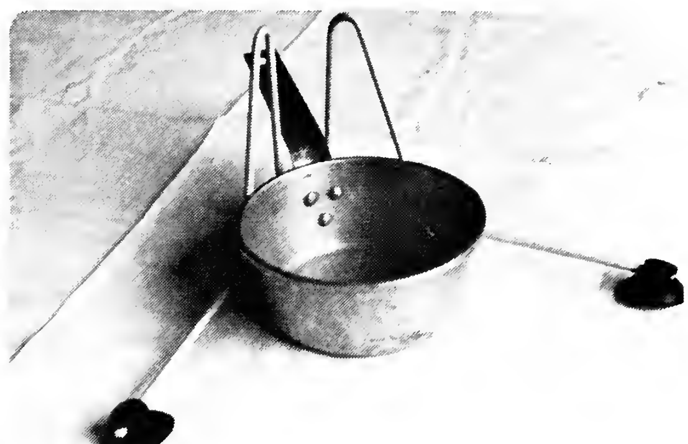
Suction cups can be added to paring board or to other items.

Over-stove mirror which aids in view of cooking process.

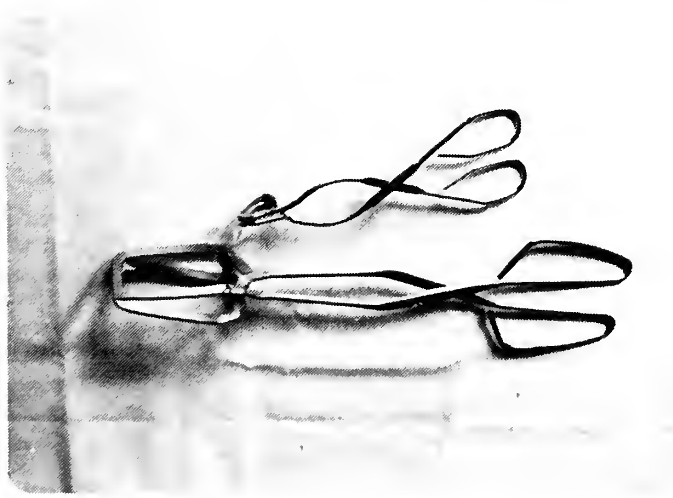


Paring Board with "corner" to hold bread while spreading, and with prongs to hold vegetables or fruit while peeling

An electric can opener for use with one hand (does require strength in that one hand).



Pan holder has suction feet to help hold pan in place on range while stirring.



Natural angle and 15 in. giant tongs

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The author is indebted to Gerald Regnier and Jim Keeler from the Minnesota State Bar Association for encouraging the Minnesota home economics teachers to teach family law.

FAMILY LAW:
A HIGH SCHOOL UNIT

Are baby sitters negligent if the four-year-old child in their care is burned? . . . If their parents' marriage is dissolved, can minor children choose to live with the parent they prefer? . . . Are doctors required to disclose the results of a VD test on minor children to their parents? . . .

These questions and many other family law issues affect the personal lives of students.

CONCERNS OF STUDENTS AND TEACHERS

Classroom discussions about laws are always lively with students seeking more information and arguing points-of-law with great interest. Students are curious not only about laws, but also the formulation of laws. Teachers are interested in developing units about family law; however, they have concerns about getting accurate, up-to-date information, deciding which areas of law ought to be covered in the family law unit, and creating interesting learning experiences for their students.

This unit is manageable for the classroom teacher. It can be taught in a one or two week time frame or expanded as time and interest allow. Family law does not lend itself to a prepackaged curriculum; however, one of its great attributes is its stability. Each citizen comes to rely on that stability and is expected to have a working knowledge of the law. For most, secondary school is the best time and place to learn about family law and its application in everyday living. Family living teachers have an opportunity, if not an obligation, to include this content in their curriculum.

OBJECTIVES

The major objective of this unit would be for students to be informed about and apply basics of family law to their daily lives. While a certain amount of information will be necessary for common understandings, the major contributions of this unit should be the assumption of an advocacy role on behalf of families in regard to legislation and the removal of the mystique about laws.

Some of the student activities in the affective domain will lead to appreciation of the effect of laws on families. Students may be able to reach the synthesis level and create unique ways of solving problems which will influence the development of laws.

GETTING ACCURATE, UP-TO-DATE INFORMATION

The Bar Association in each state can be enlisted as a vital ally for background information for this unit. There are at least two published examples of cooperation between State Bar Associations and educational institutions. Bergen and Litz[1] describe an innovative educational program with an interdisciplinary approach in Kansas. A book titled, *The Student Lawyer*,[2] a joint venture of the Minnesota State Bar Association and the Minnesota Department of

[1]M. Betsy Bergen and Charles Litz, "Law and the Family Life Cycle," *The Family Coordinator*, 26(4) (1977), 465.

[2]Joseph L. Daly et al., *The Student Lawyer: High School Handbook of Minnesota Law* and *Teachers' Manual for The Student Lawyer* (St. Paul: West Publishing Co., 1976).

Education, is a comprehensive inventory of statutes and court decisions of significance and interest to junior and senior high students.

In developing this unit, teachers' first contact should be their State Bar Association. It may be possible, as it is in Minnesota, that there is an organized group, such as a Young Lawyer's Section, who can provide consultation for teachers prior to and during the unit. Law schools in the state may also provide assistance.

If the family law has not already been parceled out, the task for the teacher is to identify and continue to update laws and court decisions for her/his state on the topics of content selected. These citations may be found in the United States Code (official statutes of the U.S.), United States Reports (official record of the U.S. Supreme Court), Federal Reporter (record of the Circuit Court of Appeals cases), Federal Supplement (record of selected Federal District Court cases), State Statutes (official statutes of each state), State Reports (official report of state Supreme Court cases), Opinions of the State Attorney General, State Rules of Civil Procedure, Juvenile Court Rules, Family Court Rules as well as city codes and ordinances.

The total assignment would be monumental for one teacher without the aid of someone familiar with family law. It is a task a well-motivated and advanced group of students could pursue. The updating process, once the laws have been identified initially, can be aided by tools called citators, which are books listing cases or statutes which pertain to or make changes in the laws which have been identified. The most widely-used citator is Shepard's Citators. When lawyers check their sources for validity and updating, they call the process "shepardizing."

Four publications which may aid teachers are: *The Family Coordinator*—Special Issue on "The Family and the Law,"[3] Krause's book, *Family Law in a Nutshell*,[4] *Family Law Quarterly*,[5] and the *Journal of Family Law*.[6]

CONTENT MATERIAL

It is not easy to isolate laws which pertain only to families since families permeate every part of our lives from issues about driving cars to use of alcohol to establishment of a dollar value for a non-working wife to supervision of couple bonding. It will be necessary for the Family Life teacher to coordinate content with other persons in the school who may teach similar subjects. Some duplication in areas such as due process, changing laws, equal protection and States interest vs Constitutional rights may be necessary for clarity. Each unit should include a list of agencies offering students assistance in assuring their rights under the law. Student's highest interest will be in those laws which pertain to their immediate lives.

Limited time will probably force selection from the following categories generally considered under the rubric of family law:

I. Children and Parents
Birth certificates, Legitimacy, Child Abuse, Step-children, Establishing paternity, Adoption, Child Support, Obtaining medical advice without parental consent, Runaway children, Earnings of child, Medical care for child

II. Consumer Interests/Owning Property
Contracts, Interest, Rights of Possession

III. Couple Bonding
Pre-marital relations, Common law, Cohabitation, Marriage (license, age, capacity, kinship, incest, physical exam, VD, waiting period, racial and religious intermarriage, ceremony), Mental competence, Homosexuality, Support of spouse, Rights of wives, Re-marriage, Bigamy, Adultery

IV. Courts
Family law, Juvenile courts

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[3] *The Family Coordinator*, 26(4) (1977). Minneapolis: National Council on Family Relations.
[4] Krause, Harry D., *Family Law in a Nutshell* (St. Paul: West Publishing Co., 1977).
[5] *Family Law Quarterly* (Chicago: American Bar Association Section on Family Law, 1967-present).
[6] *Journal of Family Law* (Louisville, Ky.: University of Louisville School of Law, 1961 to present).

V. Regulation of Conception
Contraceptive information, artificial insemination, genetic screening, sexual dysfunction, abortion

VI. Termination of Marriage
Annulment, Legal separation, Divorce (child custody, child support, child visitation, alimony, grounds, procedure, costs, restoration of name), Death (burial regulations, insurance, social security, inheritance, wills)

The teacher and the students together should select the areas they wish to emphasize. Their choices will depend upon age of the students, time allowed for the unit and availability of information.

LEARNING EXPERIENCES

In spite of the inherent curiosity in family law, students' interest will be held only if the activities in the unit are meaningful and varied. Reading laws is like reading an encyclopedia; at best it is interesting, but little is remembered unless an application activity is planned. Variations of the following experiences have been classroom tested in Minnesota using *The Student Lawyer: High School Handbook of Minnesota Law* and the *Teacher's Manual for The Student Lawyer.*[7]

1. *Pre-Post Tests.* The teacher could ask the students to try their luck at a true-false quiz on the total unit or sections of the unit. Tell them to answer as best they can, based on their general knowledge. Then, later, when the unit or section on family law is completed, ask them to see whether they wish to change any of their answers. The quizzes should not be graded, but simply used as tools to help students find out how much they know about these matters. The following example, taken from *The Student Lawyer,*[8] with answers based on Minnesota laws, provides a model for teachers.

SELF QUIZ

F 1. A child who earns money at a job may retain his earnings and does not have to give any money to his parents. ____True ____False
T 2. If a child misbehaves the parent may spank him. ____True ____False
F 3. A child who runs away from home cannot be brought back from another state. ____True ____False
F 4. Parents must always consent if a child receives medical treatment. ____True ____False
F 5. If her/his parents' marriage is dissolved, a child has absolutely no say as to which parent s/he will live with. ____True ____False
F 6. If a child goes to a doctor for a V.D. test, the doctor is required by law to disclose the results to the parents. ____True ____False
F 7. Parents are required to provide only bare minimum amounts of food and clothing for their children. ____True ____False
F 8. If parents do not support their children the only consequence is that the children may be taken from them. ____True ____False
F 9. A child has no obligation whatsoever to his parents. ____True ____False
F 10. A child is automatically emancipated when s/he becomes 16 years old. ____True ____False
F 11. A minor cannot be sued for paternity. ____True ____False
T 12. Marriage emancipates the parties and they are no longer subject to the control of their parents for most purposes. ____True ____False

2. *Case Studies.* One might introduce and end each unit, or section of a unit, with a case study. This activity intrigues the student initially, then gives her/him a chance to apply learned principles and ordered thought. Case problems also provide for small group inter-

[7]Daly et al., *op. cit.*
[8]Daly et al., *op. cit.*, pp. 4, 15, 58.

action by students to clarify facts, ask additional questions and to support conclusions. The following case studies are taken from *The Student Lawyer:*[9]

I. Mary, a 16-year-old, has a year-around job which permits her to work only part-time when school is in session. When her parents insist she pay part of her wages for board and room at home, she and her parents have a fight resulting in her leaving home with a seriously bruised arm and moving in with an older girl.

What responsibilities do her parents have for providing board and room? If parents call the police, can the police force Mary to return home? What can the school do? Do her parents have any legal rights to Mary's wages?

II. Mr. and Mrs. Jones were members of a religious group, the teachings of which specifically forbade the rendering of medical treatment and the eating of meat. The three Jones children—Abner, age 17; Betty, age 14; and Clyde, age 10—were brought up very strictly.

Abner obtained a job stocking shelves in a local store after school only to discover that his parents kept all of his earnings and refused to allow him to spend any of his own money. Betty was not allowed to attend any social functions at school and, although she frequently became ill because of a congenital heart defect, was compelled to do housework for her mother and was given no medical treatment. Clyde was seriously injured in an automobile accident one day and taken in an emergency ambulance to a local hospital. His parents refused to allow him to receive a blood transfusion but the doctors in charge, in spite of the parents' protests, proceeded to administer blood which they believed was necessary to save the child's life. None of the children were allowed to eat meat and the family meals consisted of a very minimal amount of fruit and vegetables.

All three children were undernourished, thin, pale and nervous as a result of this treatment. Finally they determined to leave home: Abner going to Wisconsin to work on a farm, Betty going to live with a relative in Duluth and Clyde going to a nearby friend's house.

Mr. and Mrs. Jones found Clyde, brought him back home, and locked him in the basement for three days during which time they gave him only bread and water and told him to reflect upon his sins. At the end of the three days they soundly thrashed him and advised him never to run away again.

Is there any way for the parent to compel Abner to return from Wisconsin? Were the parents entitled to retain Abner's earnings? Can Betty compel her parents to provide her with medical care? If the County Welfare Board learns of the treatment of Clyde, what steps may be taken? If the children do not adhere to the parents' religious views, can they compel the parents to provide them with more or different quality food? How will it be determined whether the parents will have the right to retain custody of the children? If it is decided that the parents will not have that right, what will happen to the children?

3. *Research Assignments.* These projects will update information on family laws as well as giving interested students an opportunity to look further into specific areas of the law. These assignments might include well-planned (to avoid subsequent restriction on availability of sources in the future) groups or individuals reviewing local ordinances on topics such as curfews or leashing laws. Depending on the age and ability of the class, students might pursue controversial topics in areas where the laws have been subject to change in the past several years. Such projects would include pornography and abortion.

4. *Informal Debate.* The format of this type of debate is cooperative, rather than competitive. The teacher assigns partners and arbitrarily indicates that the person on the right will speak for the statement (pro) and the person on the left will speak against (con). The partners will have five minutes to help each other prepare both sides. The teacher will also need to set a time limit for presenting each side—two minutes is sufficient. Some of the following are topics which will generate discussion:

1. Parents have a duty to support their children.
2. Parents should be able to physically punish their children.
3. Children should have to obey their parents.
4. If a student suspects that a friend is being physically abused by his/her parents, the student should report it.

[9] Daly et al., *op. cit.*, pp. 14, 45.

5. Parents have a right to children's earnings.

5. *Creating Future Legislation.* Students could be encouraged to project into the future, using science fiction, or other imaginative techniques, to create hypothetical situations and develop laws necessary to deal with them.

6. *Field Trips.* This well-established learning experience, combined with written and oral reports or class discussion on the visits, could be taken to a local court while it is in session, legislative bodies, park boards or student councils.

7. *Workshops.* Student-parent-teacher relationships could be improved through use of a student-organized opportunity to gain knowledge and exchange ideas on family law. This workshop could be held late in the afternoon, one evening or on a Saturday morning.

8. *Resource Persons.* Teachers and students, working together, could contact resource persons, telling them the nature of the class, and what is expected of them as well as details such as the length of the class and where to park! Examples are: lawyers, juvenile court udges, probation officers, or family court personnel.

IMPLICATIONS

The inclusion of this unit of Family Law in home economics will provide students and teachers with an opportunity to explore a topic of vital interest to families today. Teachers may find that the content motivates students and provides a vehicle for communication with other teachers as well as parents. There is also the potential of increasing enrollments since the ideas discussed will be meaningful as well as popular with students.

Footnote to the article on Cohabitation as a Lifestyle (Boggs and Labrecque in *Illinois Teacher,* September/October 1979):

An interesting article in the August 1979 *Journal of Marriage and the Family* (pp. 597-603), "Cohabitation in America: An Assessment of Consequences," by Paul R. Newcomb, summarizes the research for five groups:

(1) never married couples
(2) children of cohabitants
(3) society
(4) previously married couples
(5) elderly cohabitants

PUTTING CONSUMER EDUCATION INTO CONTEXT

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Audrey M. Grote
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Portions of this article were taken from *Program Planning for Home Economics in Minnesota*, a booklet prepared by Dr Anderson in 1977-78 during her employment as coordinator of the Scope and Sequence Project for the Vocational-Technical Division, Minnesota State Department of Education, and the Division of Home Economics Education, The University of Minnesota, St Paul.

Janet Harvey listened attentively as the school principal told her what home economics courses were offered at the school where she was being interviewed for a position as home economics teacher. As each course was identified Janet quickly thought about what kinds of subject matter were involved

The principal leaned forward, cleared her throat, and said, "You think you'd have any big problems teaching those classes?"

"Well, that's about what I thought it would be," replied Janet, "and I do have some background in each of those areas, so I believe I could teach those subjects."

Lowering her voice to a tone which seemed much more serious to Janet, the principal said, "Ms. Harvey, I feel it only fair to tell you that we've been having some trouble in this school with our home economics consumer education class. Seems enrollment has dropped a lot in that class in the last couple of years. Been a lot of students coming in here saying they've had all that stuff the home economics teacher is teaching in consumer education. You see, there are several teachers in this school that have units on consumer education—the math teacher does some things with budgeting, the business and distributive education teachers have units on advertising, insurance and that sort of thing, and in health classes they do something with buying healthful food and also with health insurance and health services. And the industrial education department has a few classes on buying cars that the students seem to like."

Does the above account resemble anything that's happening in your school?

What advice would you give Janet about teaching consumer education in this school?

Have you been "bound up" with the idea that consumer education is limited to buying and the management of financial resources?

Do you spend your time "defending the turf," explaining that consumer education is the territory of home economics, with an added note of emphasis that the 1976 Education Amendments say so?

The teaching of consumer education as a part of home economics cannot be set apart from the field itself. If, as home economists proclaim, the focus of home economics is strengthening home and family life, then consumer education must be taught within that framework. Thus, consumer education is an integral part of the larger goal of helping families and family members in the management of resources. As such consumer education involves students in learning content and processes which will help them develop skills, attitudes and understandings as bases for making and implementing reasoned and responsible home management decisions.

Approaches for Teaching Home and Family Resource Management

A teaching approach is defined here as a means of organizing the curriculum. The three approaches that are identified are only suggestive of those which might be used.

1. *The Needs Approach*

   The "needs approach" is based on the assumption that families and family members have certain kinds of needs, such as:

   a. Physical—the basic necessities of food, clothing and shelter.
   b. Esthetic—beauty, artistic expression, comfort in our surroundings
   c. Social—interaction (within the family and with persons outside the family)

d. Psychological—personal development, love, affection, esteem, mental well being.
In the "needs" approach, the focus is on the development of management skills so that available resources are optimally utilized to meet these needs.

Use of this approach would require that each of the needs be explicitly defined in terms of how they enter into the lives of families and family members. For example, a listing of the social needs of a junior high or early high school student might include such topics as:

making friends
getting along with parents
getting along with brothers and sisters
dating and dating problems
group conformity vs. nonconformity
costs of friendships
family conflicts and disagreements

In studying each of these topics, students would need to be involved in goal setting, making and justifying value judgments, decision making, resource use and development. For example, a classroom experience focused on making friends might look at (1) kinds of friends students want (goals), (2) why they want that kind of friends (values and standards), (3) why that kind of friend would be a good friend (validating values), (4) the personal resources needed to make friends, (5) the ways one might go about making friends and the consequences of using those ways, (6) risks involved in choosing friends, and (7) accepting the consequences of your choice.

2. *The Family Life Cycle Approach*

A family life cycle approach would utilize as its base the family life cycle and the tasks associated with each of its stages.
Utilizing a family life cycle approach would make it necessary to define clearly the tasks confronting families at each stage. For example, a family in the beginning stage has the task of establishing a home. Some of the responsibilities which might be associated with establishing a home are:

- deciding where to live
- deciding whether to rent or buy
- deciding role responsibilities
- establishing relationships with each other and with friends
- deciding how to allocate resources
- locating and evaluating community services
- establishing patterns of contact with family of orientation

Some of the specific topics of study which would seem to be appropriate in relation to the task of establishing a home are:

- energy use in different kinds of houses
- individual and family responsibility in use of scarce resources
- budgeting time, energy, money
- home decoration
- selection, use and care of home furnishings and equipment
- communication in the household
- family conflicts and their resolution
- roles and responsibilities in home maintenance
- developing friendships in the community

3. *The Problems Approach*

The problems approach is based on the observation that families, regardless of size, standard of living, or other varying conditions, tend to encounter similar problems. The use of this approach would make it necessary to identify those problems confronting families. Henrie[1] identified some criteria, adapted here as guidelines, which could be helpful in deciding the problem areas around which to organize a curriculum for home and family resource management.

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[1]Helen Henrie and Joan R. Wilkosz, *Home Economics Goals and Objectives* (Minneapolis, Minnesota: Minneapolis Public Schools, Junly, 1977).

1. The problem areas relate to the basic functions which families and individuals must fulfill for survival.
2. The problem areas are ones generally experienced in home and family living in the current society.
3. The problem areas are ones which can have significant effects on family members.
4. The problem areas are ones which appear to be experienced by families from generation to generation.

One of the first steps in organizing a family problems curriculum would likely be identifying the problem areas with which families are concerned. Traditionally, home economists have identified as the focus of their concern in promoting family well-being the areas of (a) foods and nutrition, (b) textiles and clothing, (c) child development and parenting, (d) family relationships, and (e) housing and home furnishings. These areas are not sufficiently specific to provide all the needed guidance. More precise definition of the problems associated with each area and across the areas would appear to be more helpful. The following *examples* have been documented as problems or problematic areas for families and would seem to meet Henrie's criteria.

Food and Nutrition
- a) Storing food safely
- b) Managing for optimum nutrition
- c) Changing dietary habits when needed

Textiles and Clothing
- a) Recognizing peer influences on clothing behavior
- b) Selecting and wearing clothing
- c) Recognizing effects of merchandising practices on purchase and use of clothing
- d) Caring for clothing and textile products

Child Development and Parenting
- a) Guiding children's behavior
- b) Insuring healthful environments for children
- c) Developing parenting knowledge and skills
- d) Guiding children's value formation

Family Relationships
- a) Resolving of family conflicts
- b) Planning family size
- c) Recognizing role responsibilities of family members
- d) Caring for aged family members

Housing, Home Furnishings and Equipment
- a) Achieving aesthetic, comfortable environment
- b) Providing safety in housing
- c) Evaluating housing alternatives
- d) Maintaining the home

Some General Family Problems or Problematic Areas
- a) Retrieving and interpreting consumer information
- b) Evaluating the accuracy and reliability of consumer information
- c) Recognizing influences on and consequences of buying behavior
- d) Using home and family resources for individual and family development

The three teaching approaches suggested make it possible for the home economics teacher to expand a consumer education course from the limited goal of buying and management of financial resources to a more comprehensive goal of helping families and family members in the management of all resources. If programs in consumer and homemaking are to contribute to the well-being of individuals, strengthen families, and be a positive force in the larger society, then it is necessary to help students develop decision making skills so they can exercise control over their own lives as opposed to being controlled by agents and forces outside the family.

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DEATH EDUCATION:

A VALUABLE PART OF SECONDARY HOME ECONOMICS EDUCATION

If you have attended a wedding and heard the traditional exchange of vows, or if you have read Mother Goose to children, or if you have watched TV very much, then you have seen death education in our culture. In the wedding vows the bride and groom promise 'til death us do part." In Mother Goose many poems have direct or subtle references to death. On TV, death and violence are so common it is unnecessary to document it!

Common as the death theme is in literature, entertainment and the news, discussion of death has been considered taboo in our country. Currently there is an increase of materials available on various facets of death from organ donation to child abuse to social issues such as euthanasia. There are courses, reading materials and a growing public awareness.

Home Economics and Death Education

Many home economics educators are in a logical and desirable position to include units or a course on death and loss as part of their offerings. In my classes there was originally a course called family living which started with personal relationships, moved to preparation for marriage, then through the family life cycle ending with a brief unit on death. Gradually the course was modified, trimesters were instituted, and now there is a separate course entitled Dimensions of Loss and Death. It has become a logical extension of the family life courses.

Many home economics teachers have valuable background courses in family life, child development, psycholgy, sociology, health and other areas which give the broad base from which to begin exploration and teaching in death education.

Students may seek out home economists for answers to questions in their personal lives. For example, a student stopped me in the hall one day to ask, "When someone talks of suicide, he won't really do it, will he?" In dispelling this myth, both a cognitive and an affective response are appropriate. Home economists are usually capable in both domains.

Death and Loss Education Needed By All

"Death is the inevitable common denominator of humans. We have many obvious and measurable differences, but the need for coming to terms with the notion of the death of ourselves or of significant others is a task shared by all."[1]

Rationale for Death and Loss Education

- Events in the classroom repeatedly illustrate the need for death and loss education.
- Irish[2] declares the need to view death as the logical end of the family life cycle.
- Statistics increasingly demonstrate the sharp increase in suicide and risk-taking behavior among people in their teens and early twenties.
- Death and loss education *prior* to confronting a personal crisis will help people cope with their grief in a more healthy manner. Leviton[3] asserts that death education can reduce fear

[1]Patricia W. Zalaznik, *Dimensions of Death and Loss Education* (Minneapolis, Minn.: Edu-Pac Publishing Co., P.O. Box 27101, Dept. 78, 1978).

[2]Donald P. Irish, "Death Education: Preparation for Living," in *Death Education: Preparation for Living*, ed. by Betty R. Green and Donald P. Irish (Cambridge: Schenkman, 1971), pp. 45-67.

[3]Daniel Leviton, "Education for Death or Death Becomes Less a Stranger" (paper presented at the meeting of the American Psychological Association, Honolulu, Hawaii, September, 1972).

of death and help the individual see death as an appropriate end to this life. More specifically, Leviton surveyed 300 college freshmen in his classes on death education at the University of Maryland. Ninety-one percent of those students responded that the study of death enabled them (a) to increase their ability to face their own personal death, (b) to increase ability to work through fears about death, and (c) to become more comfortable with their attitude toward death.

Case Studies From Home Economics Classes Showing Need for Death Education

During the past eight years of teaching home economics, I have seen numerous examples of the need for death and loss education in my classes.

- A male student died during a practice session on the trampoline. The aorta pulled out of his heart. Students were shocked, had questions and a strong desire to talk about it.
- A female student's father died suddenly only days after a physical examination which indicated he was in good health. Because the father was a service man and away from his family frequently, it was a challenge for her to accept his death. She wanted to continue to believe that he was just away on another assignment. Until this issue was somewhat resolved she had difficulty coping with school work.
- In child development classes, a pregnant woman spoke as a resource person on parenting. Later the students inquired about the birth of her baby. It was a stillborn infant, and the question arose about how to respond to students' questions.
- A girl in family living class and her boyfriend were swimming. He was practicing use of diving equipment. After he was discovered at the bottom of the pool, he was kept on life-sustaining equipment in the hospital for a week. Tests were administered to determine if he could live without machines. The young man died at the end of the week. Every day during that difficult week, the student shared her concerns and information with the class.
- One incident in particular served to catalyze thinking about the need for death education. A high school girl in child development class asked how to explain the death of her grandmother to her five-year-old sister. The grandmother lived with the family and was very close to the little girl. No one told the child that her grandmother had leukemia or would die. Following her death, the child's mother was out of town arranging the funeral, settling the estate, and probably coping with her own grief. The high school student arranged for her term topic to be on death and children. She read *Telling a Child About Death* by Jackson[4] and was able to help herself and the sister by having increased her knowledge of death and suggestions for coping.
- An angry child development student confronted me saying, "My mother wants to know why there are groups for cancer, heart, and so forth but nothing for parents who lose a child to crib death!" The National Sudden Infant Death Syndrome Foundation was explained and a local representative was engaged to speak and show a film to the class. The baby belonged to an older sister of the student and had lived in their extended household. The sister was invited to class for this session and encouraged to bring a friend or relative for moral support.
- The hockey coach on our faculty was suddenly killed by a falling tree limb while helping a neighbor trim trees. Many students and faculty members felt this loss severely. For example, the coach had sought out a crippled student to be team manager so he could be a part of team activities. The student openly wept in class as he recounted the coach's fine qualities. Students who previously had difficulty with the idea of visitation to a funeral home suddenly became aware of some of the purposes it serves.
- There are several nursing homes and board-and-care homes in our area. Students work in them and see a different perspective on life. One previously very quiet student spoke eloquently about caring for a lonely elderly woman who had few, if any, visitors. After the woman died, this student had the task of cleaning the body before the funeral director picked it up. She gently shared, "I was doing this one last assignment for a lady I'd grown to care for."

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[4]Edgar N. Jackson, *Telling a Child About Death* (Manhasset: Channel Press, 1965).

- More bizarre but ever-present in the news media were examples such as the rape and murder of a local girl in 1975 and the murder of a male student in the next school district. He was alone as a gas station attendant when two men shot him to obtain $120. Later one of the two accused murderers said that he could not reconcile the death of the boy for a sum of sixty dollars. There were other unusual events, but these serve as sufficient examples.

The above situations are only a *sample* of numerous case studies illustrative of various expressions of the need to understand and come to terms with death. These home economics classes in a suburban school are probably not unique in this regard but rather representative of most high school students in regard to questions about death-related issues.

Personal Experiences

There have been many losses and deaths in my personal life including my divorce, the deaths of my father and mother-in-law, and seeing my mother have to give up her home. However, the most traumatic was the death of my seventeen-year-old son three years ago. Tom died of cancer after being ill about three and one-half months. Although some signs were there, we were never led to understand that he was terminally ill. In fact, the final diagnosis was not made until the autopsy. Tom intuitively knew he was dying and told his night nurse Sandy, "I'm not afraid to die. I've made my friends and family happy, and I'm as ready to die as I will ever be in this life." I did not learn of this conversation until after his death when Sandy called to share it. The knowledge of Tom's acceptance plus his spirituality and beauty made the grief afterwards somewhat less difficult to work through.

Tom's death had consequences in my trying to help my four other children adjust. Also my students at school were expressive of their sympathy and concern, as were staff members. In retrospect, I would have done some things differently such as talk more openly with Tom. Most of all, I would have *listened* to what he had to share. However, I did not understand at the time what was occurring. I now believe that if more people are given the opportunity to study death and loss, the stages of death and dying, their rights, options and typical reactions as well as the nature of grief work, they will be in a position to make appropriate choices and have lessened guilt and grief. Personaly, studying the works of Erich Lindemann,[5] John Brantner,[6] Elisabeth Kubler-Ross[7,8,9] and Robert Fulton[10] was of particular value.

DEATH CURRICULUM

As the result of the above experiences, I have developed a curriculum on death and loss. Kubler-Ross, the psychiatrist who has worked with hundreds of terminal patients and their families suggests, "Not all patients are conscious at the time of their dying. This is why it is so important that we make all our arrangements and express our wishes in terms of our final care when we are young and healthy."[11]

This curriculum contains materials from many areas including sociology, psychology, medicine, health, anthropology and law. After teaching this course for a year, the area on loss was expanded to include divorce, separation, moving, changes of status, graduation, failure to graduate, loss of a job, broken engagement, giving a baby up for adoption, and other losses. Beyond this I added a unit which expanded knowledge of stress and crisis as well as ways of coping with these. Finally I added the idea of a life-affirming celebration at the conclusion. The reasoning was thus: the class spends most of a trimester or semester learning about

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[5]Erich Lindemann, "Symptomatology and Management of Acute Grief," *American Journal of Psychiatry,* 101 (1944), pp. 141-148.

[6]John P. Brantner, "Coping in a World of Stress" (paper presented at the Stress Workshop of the Minnesota Home Economics Association and the Minnesota Council of Family Relations, Minneapolis, Minnesota, 1974).

[7]Elisabeth Kubler-Ross, *Death: The Final Stage of Growth* (Englewood Cliffs: Prentice-Hall, 1975).

[8]Elisabeth Kubler-Ross, *On Death and Dying* (New York: The Macmillan Company, 1969).

[9]Elisabeth Kubler-Ross, *Questions and Answers on Death and Dying* (New York: Collier Books, 1974).

[10]Fulton, Robert, ed., *Death and Identity* (New York: Wiley, 1965). NOTE: New edition is M. D. Bowie, *Death and Identity* (The Charles Press Publishers, Inc., 1976).

[11]Elisabeth Kubler-Ross, *Questions and Answers on Death and Dying* (New York: Collier Books, 1974), p. 90.

death. What does this speak to our lives today? Are there any things to be done differently? What are joys to be celebrated today?

Units of the curriculum. Currently the curriculum includes the following units:

Appraisal of initial and personal feelings about dying and death
Language and definitions
Loss experiences followed by grief
Cultural and historical ways of reacting to dying and death
Religious and philosophical viewpoints on death
How different populations (age groups) view death
Values and death
Stages of dying and death
Concepts of bereavement, grief and mourning
Possible responses to death of another
Funerals, the funeral process and alternatives
Denial and avoidance behavior concerning death
Suicide and self-destructive behaviors (drugs, driving, etc.)
Social issues related to death
"Socially dead"
Economic and legal factors
Living preventively

Strategies for Inclusion of Death and Loss Education in Home Economics Curriculum

Any educator investigating the possibility of death and loss education needs to become familiar with an array of materials and, if possible, take a course on death or death education. Green and Irish,[12] Leviton,[13,14,15] and Somerville[16] address themselves to concepts and suggestions which educators will find valuable. Adequate preparation is of paramount importance due to the nature of the materials, the possible reactions of school and community people and the welfare of the learners involved.

All members of the department which offers a death and loss course should be acquainted with the objectives and course content so as to be resources for students inquiring about the nature of the course. Questions may arise when students sustain a death or loss situation, not necessarily just at registration time.

Administrative understanding and support are desirable elements in getting this course implemented. In times of high competition for the education dollar, it can be pointed out that death education *is* basic education in that we all need to cope with death and loss. There is a growing body of research indicating that drug addiction, delinquency, illness and other deaths can be the consequences of unresolved grief.

A strategy that might be useful would begin with data gathering. For example, a sample of the student body might be polled to discover the presence of loss and death situations in their lives. This poll would need to be voluntary and anonymous to elicit reasonably accurate responses. The poll could be structured so as to be easy to answer and to tabulate but could also have a section for open-ended responses. Faculty members could also be polled to gather additional data useful to document the need for this course.

Advisory committees can be valuable in raising questions parents may have, as well as giving support to staff and information to community members. Advisory members may be able to identify resource persons.

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[12]Betty R. Green and Donald P. Irish, eds., *Death Education: Preparation for Living* (Cambridge: Schenkman, 1971).

[13]Daniel Leviton, "Death Education," in *New Meanings of Death*, ed. by Herman Feifel (New York: McGraw-Hill, 1977).

[14]Daniel Leviton, "Education for Death or Death Becomes Less a Stranger" (paper presented at the meeting of the American Psychological Association, Honolulu, Hawaii, September, 1972).

[15]Daniel Leviton, "The Role of Schools in Providing Death Education," in *Death Education: Preparation for Living*, ed. by Betty R. Green and Donald P. Irish (Cambridge: Schenkman, 1971).

[16]Rose M. Somerville, "Death Education as Part of Family Life Education: Using Imaginative Literature for Insights into Family Crisis," *Introduction to Family Life and Sex Education* (Englewood Cliffs: Prentice-Hall, 1972), pp 347-367.

If Board of Education approval is necessary, it is helpful to meet individually and informally with board members and significant others to share the proposal and give background information before the Board is approached in a formal manner.

Possible Problems in Death Education

Shneidman, the former director of the National Suicide Prevention Center, is of the opinion that death education should be tried as a possible preventive for suicide particularly among young people. Identifying solutions other than suicide and the use of crisis intervention or awareness of available help in group and individual counseling might be of help.

McLure identifies the following problems which could be encountered.

- First, death education may be a taboo like sex education but the reactions to it may not be as acute.
- Second, death education will touch on theological concepts such as life after death which could lead to controversy. If the goal is awareness of different approaches rather than consensus, such controversy could be an asset rather than a liability.
- Third, there is the potential to uncover psychological problems such as guilt and blame with which the instructor may be in a tenuous position to cope.
- Fourth, there is the question of where death education fits in the curriculum.
- Fifth, the staff may be reluctant to deal with it or be less than adequately prepared.[18]

Possible solutions might be tried in the form of utilization of counseling staff on a one-to-one basis or in groups, or referral to psychological specialists. Community and school personnel could be informed and their feelings and opinions sought out. Possibly an interdisciplinary approach could be explored. In general, the writers in the field of death education conclude that the opportunities for learners' growth far outweigh possible problems encountered.

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[17]Edwin S. Shneidman, *Death and the College Student* (New York: Behavioral Publications, 1972).

[18]John W. McLure, "Death Education," *Phi Delta Kappan*, LV(7) (March, 1974), pp. 483-485.

The Census Is Coming!

- The Twentieth Decennial Census of Population and Housing will officially begin on Tuesday, April 1, 1980.
- The Census Bureau will count all residents of the U.S., Puerto Rico, the Virgin Islands, Guam, American Samoa, and the Trust Territories of the Pacific Islands.
- The census is expected to count approximately 222 million people and 86 million housing units.
- The Constitutional purpose of the census has not changed since the first census in 1790: to provide the basis for fair apportionment among the States of seats in the House of Reprsentatives.
- Census data also are used to guide the distribution of billions of dollars in Federal funds to State and local governments and the distribution of additional billions of dollars in State funds.
- Every household in the U.S. will receive a census questionnaire in the mail on March 28, 1980, and will be asked to answer the questions. About 90 percent of the households will be asked to mail back their completed questionnaires. The remaining 10 percent—primarily those in sparsely settled areas—will be instructed to keep their completed questionnaires until census takers pick them up.
- Those households that do not mail back the completed questionnaires as requested will be visited by census takers who will obtain the required information. Every one percent of the population that cooperates with the request to mail back the completed questionnaires will save taxpayers $2 million in follow-up costs.
- A temporary work force of approximately 270,000 persons must be hired to check the returned questionnaires for completeness, carry out door-to-door interviews where necessary, and handle office tasks. Some 1.3 million people are expected to be screened and tested during the hiring process.
- Most of the 1980 census questions were also asked during the 1970 census, including subjects such as age, race, sex, marital status, type of housing unit, education, and occupation. This census will gather more information about racial and ethnic origin, national energy usage, and journey-to-work patterns.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Census Promotion Office, Washington, D.C. 20233, "Facts about the 1980 Census."

DEATH EDUCATION FOR ADULTS

A funeral director, a county agent, 2 clergy, and Edna Jordahl *(right)* confer.

Edna Jordahl
Professor and
Extension Specialist
Home Management
University of Minnesota

Leona Nelson
Assistant Professor and
Information Specialist
Home Economics
University of Minnesota

"Everyone should know something about funeral services before the time comes." These were the sentiments of four widows discussing their own experiences after the death of their husbands. Each had learned from the experience and was willing to share with others. Some felt compelled to share so they requested the Extension county agents to offer such a program. That was in 1965, and since then the Death and Dying symposia in Minnesota mushroomed.

There are many facets to a funeral service—preparation of the body, selection of services and merchandise, religious beliefs, psychological or social aspects, involvement of children, business matters, use of family resources, knowledge of societal assets to draw upon, and consideration for personal values.

The symposia are co-sponsored by the Agricultural Extension Service and several community groups such as adult education organizations, church or school groups, and funeral service interests. Representatives from local groups and institutions meet with the Extension specialist and someone from the county Extension office to plan what the local program will involve. Usually the group selects one or all of three aspects: *Funeral Facts*, *Helping Children Understand Death*, and *Business Matters After Death*. There are additional suggestions, such as the organ transplant program that has tremendous interest, but is not as well grounded at this time. It's not easy to introduce this topic in rural areas since resources there are limited.

When we began this program we were aware that local professional and lay involvement were important. These are the persons who coordinate efforts when a local crisis occurs.

Funeral Facts

Many people are not involved in funeral service until the need arises. Few will visit a funeral director or clergy to discuss the choices available and the cost. Such options are considered at the planning session in the county developing the program. Some objectives for this planning group are:

To evaluate the various options as they relate to the family value system.
To study the effects of death on a family.
To stimulate individual families to produce a plan acceptable to them.
To consider arrangements necessary and the optional financial aspects.
To analyze Minnesota law as it relates to funeral service.

The typical meeting on Funeral Facts includes:

Death as a Crisis in the Family by the state extension specialist or county agent,
The Theology of Death by a local clergyperson selected by the County Ministerial Association,
Funeral Arrangements and Costs by a local funeral director selected by their group.

After a brief coffee break, there is about an hour question-and-answer session. Comments from the audience are encouraged. It is during this period when true interests of the local community are revealed and communications between groups may be opened up for the first time.

Often the lay public knows little about the funeral home, so the directors may encourage a tour, either that evening or at a later date. During the tour, one can visit the receptionist and her office and the funeral director's office where plans are made with the survivors. At this time, the family can see the selection room where about 20 to 25 caskets are on display, the

preparation room where the body is cleansed, embalmed and dressed, and the garage containing the vehicles used in transporting the casketed body, flowers, and other necessary people or items.

A slide presentation at the meeting may be used instead of an actual tour. Program participants make appropriate printed materials available to the audience. Materials may be from the church, funeral homes, educators, researchers, and the local agricultural extension service.

Helping Children Understand Death

This session, often the second of a series, is aimed at professionals relating to children such as nurses, teachers, counselors, leaders of youth groups, clergy, and of course, parents. Parents are principally responsible for both the values imposed on children and the children's ability to cope with the crisis of death in the family. However, if this is not taught before the time of crisis, parents are often so caught up in their own grief that the child's needs are neglected. Sometimes strange and abnormal personalities develop in later life because a death in their childhood was not resolved. Helping children to understand death and to be involved in this significant event in the family are highly prized developmental tasks.

Local resource people may help plan such a session or be involved in presenting a part of the program.

The objectives may include some or all of the following:

- To assist families in comprehending their philosophy of death.
- To help adults relating to children, learn the child's developmental aspects of comprehending death.
- To become aware of the stages of mourning for children so that these stages are recognized.
- To suggest positive recommendations in assisting children to deal with death.
- To make recommendations regarding death-related literature for children.

A typical program may include:

- How the faiths are similar and different in relating children to a death.
- Explanation of the three stages of mourning that children often experience:
  - Protest—a stage of disbelief.
  - Disorganization—a stage that is difficult to detect and often misunderstood.
  - Reorganization—the stage when a child begins communicating and accepting the reality of death.
- Explanation of the developmental stages of children from early childhood to late adolescence.
- Positive suggestions to parents.

Extension agent Marie Henriksen, Murray County, presented the materials at two leader education sessions for the organized extension homemaker groups. She had an extensive array of children's books which dealt with the concept of death. Some of the books related to special ethnic groups. Her local public librarian assisted in assembling the display. Some schools and churches have excellent educational materials.

Many audiences have an interest in learning more about how to involve children in a positive learning experience. Aitkin County agent Jeanette Bronczyk Pitt worked with the school administrators to make it a part of a teachers' educational conference.

Business Matters After Death

The period following the funeral can be trying with regard to business matters. It need not be. However, it takes some planning. A single file folder at the beginning of a family filing system may be labelled: "In case of Emergency." The content may be vital statistics about each member of the family, the will(s), the armed services information as discharge papers and serial numbers, social security number, education, work, and investment-related information. It may even have plans for burial or an obituary.

When planning for this session, representatives from the following institutions or businesses may be involved: local banks, District Social Security office, County Veterans Administration office, and possibly a hospital or nursing home administrator. Some localities have unique problems or interests which need consideration in planning this third session.

Objectives to be used in planning are:

To make people aware of the kinds of problems which may follow a death in the family.

To make future survivors aware of the local, state, and federal death benefits available.

To make people aware of the kinds of ownership in bank assets: safe deposit boxes, savings accounts, and checking accounts.

A program may include:

Problems of People Living Alone by extension or other personnel (psychological, social, economic, legal)

Death Benefits by a Social Security representative

Death Benefits by a County Veteran's Administration officer

Death-Related Banking Business by a bank representative

Question and Answer Period

Often a local attorney is invited to assist in answering legal questions, or they may be deferred for a later open meeting. Wills, estate planning, taxation, and the probate process are likely topics for a series planned and presented by members of the Bar Association and local or state extension representatives.

Trends

In 1965, when lay persons from Rock, Redwood, and Jackson counties came to their county extension agents asking for help in how to run the family farm after the death of the father, little did anyone realize the potential interest in the area. Word of the Death and Dying Symposia spread quickly, and in 1967 a total of 21 counties planned for the program. By 1970, a total of 95 Minnesota counties had one or more of the offerings in the Symposia. Continuing today, many counties have repeated programs as new clientele asks for similar information.

Funeral service has changed just as the needs for the symposia have changed. The trend today is to make the ritual more of a celebration of life. This involves thinking of the contributions of the deceased rather than the loss. Funeral services have become more simple and meaningful to the life style of the survivors.

Resources Available from Agricultural Extension Service

In the Extension Visual Aids Library, 442 Coffey Hall, 1420 Eckles Avenue, University of Minnesota, St. Paul, MN 55108, are 6 video tapes: (Each is about 30 minutes in length.)

"What Do I Do Now?" deals with our emotions following a death and how they can be handled.

"The Funeral" presents various requirements and alternatives in funeral arrangements.

"Where's Daddy?" takes a realistic approach to explaining death to children.

"Business Matters" covers the immediate and long-term financial aspects involved with death.

"Helping Children Understand Death," Parts I and II are television programs (2 tapes).

Many funeral directors have a series of filmstrips which they are willing to share.

Books, journals, research findings, magazine articles, and newspaper features are numerous.

"Growth depends upon the presence of difficulty to be overcome by the exercise of intelligence." John Dewey, *Experiences and Education*, p. 96

THE ROLE OF THE MICROWAVE OVEN IN ENERGY CONSERVATION

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About 12 percent of the households in the United States have a microwave oven. The industry projections are for 22 percent by 1980.[1] It seems timely to study the energy use of this appliance, specifically the expected energy savings because of the use of the microwave oven, the areas in food preparation in which the greatest possible savings could occur, implications for choices of cooking appliances and for changes in food habits. Energy savings are based on appliance operating costs; no attempt is made to include energy used in the manufacture or distribution of the appliances.

To a consumer, energy savings become real when they make a noticeable difference in the monthly utility bill. This usually occurs with a change in the cost per unit of energy or changes in home heating/cooling needs, or water heating needs.

Household energy use is about 20 percent of the total energy used in the U.S. Within the household sector heating/cooling accounts for 57.5 percent, water heating 15 percent, food refrigeration 6 percent, and cooking 5.5 percent. The percentage for each household will vary; there is also variation by section of the country.[2] In Minnesota, home heating/cooling accounts for 73 percent of the household energy used, cooking is about 4 percent.[3]

The energy used in cooking does have importance beyond the actual amount because many of the food preparation activities normally occur during peak hours. Some of these activities are not easily delayed. In some areas of the country, pricing of energy is higher during peak hours; the usage during these peak hours determines the capacity required by the utility company.

Many of the energy saving claims by oven manufacturers have been based on the heating of selected food items. Studies conducted by AHAM (Association of Home Appliance Manufacturers),[4] Lovingood and Goss[5] of Virginia Polytechnic Institute and State University and Ludvigson and Van Valkenburg[6] of Litton Microwave Cooking have used a meal situation. AHAM conducted a field study which showed 14 percent energy savings for those households which had a microwave oven and a conventional range as compared to those households with a conventional range alone. Laboratory studies conducted by Lovingood and Goss and by Ludvigson and VanValkenburg were laboratory studies which measured the energy used to prepare the standard AHAM menus (a week's meals [21] for a family of 4) with an electric range and with a microwave oven used in conjunction with the conventional range. The Lovingood and Goss study reported slightly lower savings when using the microwave oven than did the Ludvigson and VanValkenburg study. Variations may be due to differences in food composition or cooking procedures. Lovingood and Goss utilized retained heat by using surface units which had already been heated by previous food preparation. Ludvigson and VanValkenburg used cold surface units for each top of the range cooking procedure. In both studies good techniques were used in conventional cooking such as using the lowest setting which would maintain the desired rate of cooking.

Table 1 gives the energy and time savings when using the microwave oven in conjunction with the electric range.

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[1] *Journal of Microwave Power,* 13(1) (March 1973), p. 3.

[2] Stanford Research Institute, *Patterns of Energy Consumption in the U.S.,* Washington, D.C.: U.S. Government Printing Office, January 1972.

[3] 1975 figures provided by Minnesota Energy Agency.

[4] Report supplied to the National Bureau of Standard and Federal Energy Agency August 3, 1976 according to *Federal Register* and Vol. 43, #91, Wednesday, May 10, 1978, p. 20116.

[5] Rebecca P. Lovingood and Rosemary C. Goss, "Comparisons of Electric Energy Used by Major Cooking Appliance" (Virginia Polytechnic Institute and State University, 1978).

[6] Verna Ludvigson and Terri Van Valkenburg, "Microwave Energy Consumption Tests" (paper, Litton Microwave Cooking, January, 1978).

Table 1—Energy and Time Savings When the Microwave Oven is Used in Conjunction with the Electric Range

	Energy savings as a percentage of range alone		Time savings as a percentage of range alone
	Lovingood Study	Ludvigson Study	Lovingood Study
Overall—microwave and total range	24	28	47
Microwave & conventional oven	42	45	53
Microwave & surface units	5	11	21

Energy and time used when meals prepared in microwave oven in conjunction with range were compared to energy and time used by range alone.

Lovingood and Goss determined 4.625 kWh was the weekly energy savings by using the microwave oven in conjunction with the electric range. At .04 cents per kWh this would be 18.5 cents per week or 75 cents on a monthly utility bill.

The largest energy savings occur when the microwave oven is used in place of the conventional oven or broiler. Energy savings with the microwave oven will be less when lower power settings are used; these power settings are often used for food items such as meats.

Quantity of food has a larger effect on the energy used by microwave cooking than for other appliances. A recent study reported by Drew and Rhee[7] compared the energy requirements of cooking three beef products using several electric appliances. Some of the findings are shown in Figures 1, 2, and 3.

The beef patty was an example of a small load and short cooking time. The meat loaf a medium-sized load and intermediate cooking time and the beef roast of a large-sized load and long cooking time.

The Drew and Rhee study did include gas fuels and the fuel consumption was converted to gross energy (which includes overall efficiency of production and distribution of a given fuel). The relative consumption of gross energy was greater for cooking with electricity than with gas fuels.

The Energy Policy and Conservation Act requires the Federal Energy Agency to prescribe test procedures for the determination of the estimation of average operating cost of appliances. For the microwave oven the operating cost is based on the time period of one year.[8] Test procedures have been developed for the microwave oven but not for single compartment oven containing both microwave and thermal heat sources.

Summary

Households with a microwave oven and a conventional range used 14 percent less energy than the households with only a conventional range. Laboratory studies, in which a week's meals for a family of four were prepared and where the microwave oven was used in conjunction with the conventional range, resulted in a savings of 25 percent. Savings of over 50 percent occurred when the microwave oven was used in place of the conventional oven or broiler. The energy used in food preparation is relatively small but it is of special concern because much of it is used during peak hours.

[7]Flowayne Drew and Ki Soon Rhee, "Fuel Consumption by Cooking Appliances," *Journal of the American Dietetic Association*, 72(1)(January, 1978).

[8]Annual energy consumption of a microwave oven is based on any features using energy plus the annual useful energy output divided by ovens rated efficiency. Procedures are listed in the *Federal Register* of Wednesday, May 10, 1978.

Energy (kWh) Used in Preparing Three Meat Items in Selected Electric Appliances

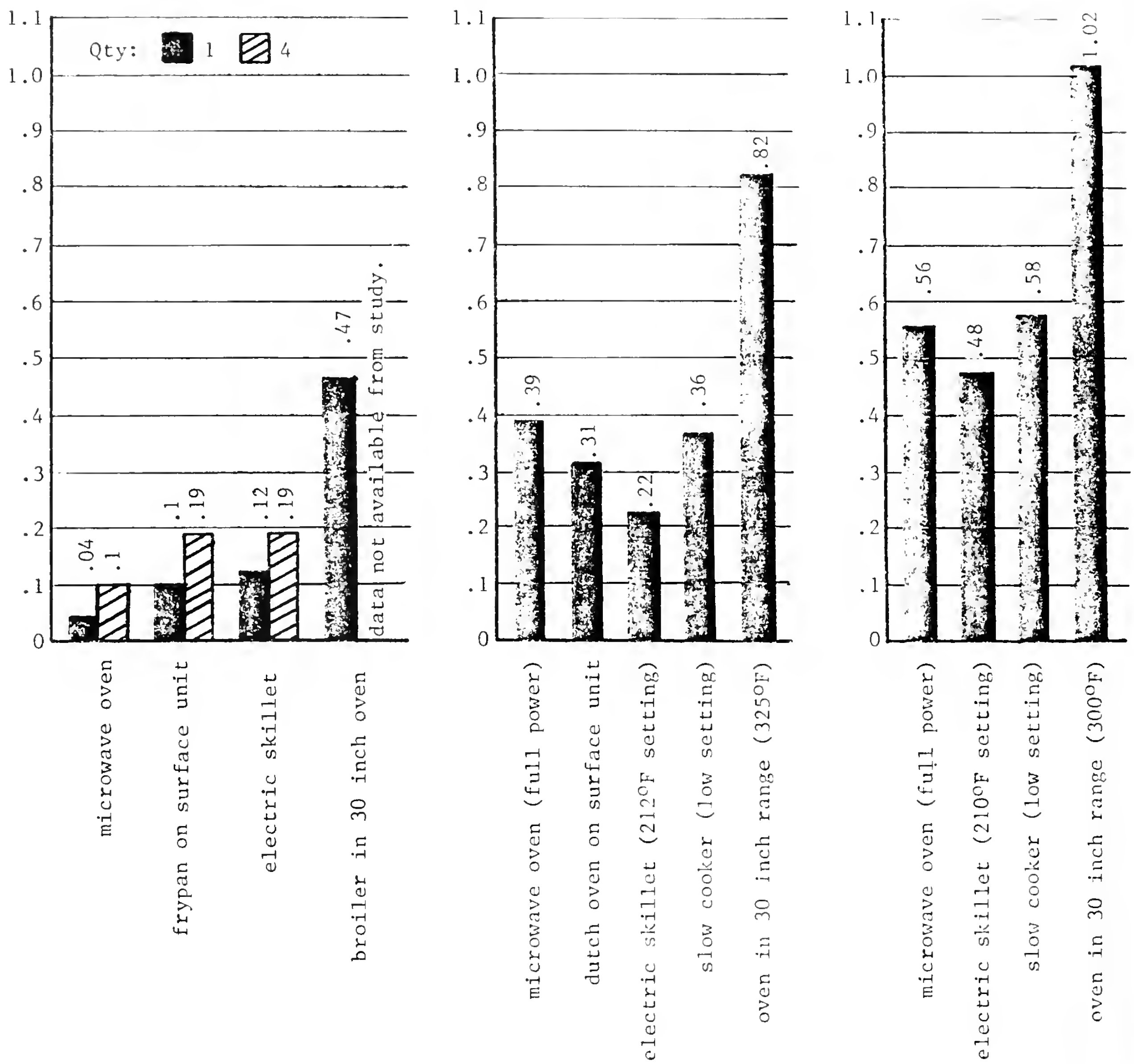

Figure 1
Beef Patty
115 gm (¼ lb.)/patty

Figure 2
Meat Loaf
990 gm (slightly over 2 lb.)

Figure 3
Beef Roast
1360 gm (3 lb.)

STRENGTHENING HOME ECONOMICS:
A MODEL FOR INVOLVING TEACHERS IN CHANGE

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> I have five preparations a day and you want me to change all my curriculum so boys take my class too!
>
> I have so many foods classes, I don't have time to teach family life.
>
> In a small school there just aren't enough students to have electives in consumer-homemaking.
>
> If the students go to the cooperative center for child care occupations, there won't be enough left to take consumer-homemaking courses in my school.
>
> Kids in my school just don't want to take consumer education; besides, Social Studies teaches it in 12th grade.
>
> I used to have a strong FHA chapter but now all the girls are involved in sports after school and won't join FHA.

Have you heard any of the above concerns or similar ones expressed in your community or state? The state home economics staff in Minnesota has and continues to hear these concerns and issues raised as they visit schools and meet with teachers and administrators in Minnesota. The Strengthening Home Economics project[1] was developed in 1975 to involve teachers in local districts and cooperative centers in studying their local strengths and needs and in exploring ways to implement stronger programs and more options for all students.

The local project involves either a large district with multiple high schools or groups of smaller districts which are members of a cooperative center. The projects are coordinated by a local teacher who has been released from classroom assignments, but involves all teachers in the district/center. Substitutes are provided when teachers are released for group meetings. Each of the three universities supply faculty that serve as consultants to each project and provide inservice workshops statewide. The State Department supervisors coordinate all activities in the project.

Each local project identified its own goals, but many similar issues surfaced as local teachers and administrators worked to solve their problems.

Interpreting Home Economics

One of the recurring concerns was the need for a method to explain the various homemaking and wage earning programs to administrators, advisory committee, school boards, the community and prospective students. A series of slide/tape presentations was developed by local projects to be shared on a loan basis with all districts in Minnesota through the Minnesota Instructional Materials Center.

The following slide/tape presentations have been developed:

1. *The Career of Consumer Homemaking* deals with the many responsibilities of homemaking, portraying it as everyone's career. The main purpose of this slide/tape is to promote the idea that consumer homemaking is indeed a career. It also shows the breadth of the homemaking career.

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[1]This project involves the State Department of Education, Mankato State University, University of Minnesota-Duluth, University of Minnesota-St. Paul, local administrators, and teachers. It has been funded from the Vocational Amendments of 1968 and 1976, Part F and Section 150. Approximately one-half (350) of the junior and senior high schools in Minnesota have been involved since 1975.

The major concepts dealt with in the presentation are:

A. Everyone is a homemaker. (Everyone in the home contributes to that home in some way.)
B. Homemaking is a career and is frequently combined with other careers.
C. Homemaking is not limited to the home but extends into the community.
D. Homemaking is a thinking, feeling, doing career.
E. The goods and services necessary to the home have economic worth.
F. Homemaking involves a variety of kinds of responsibility, e.g.:
   1. Relating to people
   2. Managing resources
   3. Purchasing and using products and services
   4. Performing homemaking tasks
G. Homemaking requires training, which may be through a person's own home, through general classes, and specifically in Home Economics classes.
H. Homemaking can be done in a manner beneficial to self and others.

2. *Everybody's Everyday Business* deals with the specific courses offered in Home Economics. The purpose of this slide/tape presentation is to give an overview of what vocational Home Economics has to offer.
   The major concepts dealt with in the presentation are:

   A. Home Economics is everybody's everyday business.
   B. Vocational Home Economics prepares students for the career of homemaking through consumer homemaking courses as well as preparing students for a career outside of the home through occupational courses.
   C. Hospitality, Recreation and Personal Services programs are simulated and community based.
   D. Hospitality, Recreation and Personal Services occupations have Home Economics as their subject matter base.
   E. There are six component areas of study in consumer homemaking.
   F. Student organizations and advisory committees can be a part of the Vocational Home Economics program.

3. *Housing Occupations* deals with what *housing* is and how it affects your life and your surroundings. The purpose is to show that Home Economics has a role to play in the housing industry.
   The major concepts dealt with in the presentation are:

   A. The housing industry has many possibilities for jobs and careers:
      1. planning, designing, and construction of housing
      2. economic or business aspect
      3. social and community service aspect
      4. maintenance and operation aspect
   B. Home Economics provides knowledge and skills necessary for many of the jobs and careers available in the housing industry.

4. *Job Satisfaction* (as illustrated in the food industry) deals with the factors that contribute to the happiness and satisfaction people find in their work.
   The major concepts dealt with in the presentation are:

   A. Importance of matching your abilities, interests, and needs with the characteristics of a particular job.
   B. A large percentage of time is spent on the job. Asking yourself these questions may help in selecting your work:
      1. How varied are the opportunities in the industry?
      2. Is there opportunity for advancement and achievement?
      3. How much responsibility do I want to assume?
      4. Does the pay meet my needs?
      5. Will I work independently or with co-workers?
      6. What are the working conditions?

5. *The Career Cluster of Hospitality* deals with the opportunities and challenges for those who choose a job in the hospitality industry.
   The following industries are explored:
   A. Recreation
   B. Travel
   C. Lodging
   D. Food Service

Utilization of Local Resources

Another common issue identified by many projects is the need for better utilization of local resources. Administrators and teachers are very responsive to working on plans that would allow schools to share resources because school budgets are being cut and costs of equipment, supplies, and resources are increasing.

Sharing of textbooks, audio visual materials, and large equipment such as microwave ovens and sewing machines between small districts have allowed schools to save money, built up the pool of resources available to each school, and allowed for maximum utilization of all resources. Implementation of such sharing plans varied and were established locally. The following list includes examples of how schools cooperated to utilize resources to the best advantage:

1. Administrators and teachers of several schools worked together on scheduling of classes so textbooks, films, and equipment could be shared.
2. Teachers reviewed their local resources, discarded out-dated materials, and compiled lists of materials they had in each component area. Lists from all districts who agreed to participate in the media sharing project were combined and each teacher received a copy of the total booklet.
3. Teachers worked jointly at evaluating the available resources in each component area. Plans were made to make future purchases in areas where resources were weak. This joint planning also helped to eliminate purchasing duplicate materials.
4. Some districts established a central media resource center. Each district contributed money in proportion to the number of students enrolled in Home Economics classes. Teachers worked jointly at previewing and selecting new references to be purchased.
5. Plans were made by all districts to update the resource booklets each year.
6. Some districts surveyed their communities and compiled lists of people who were available as classroom resource persons, and possible field trip sites were identified. The lists were included in the media exchange booklets.
7. Materials were transported by school bus or by library rate in the mail.

Communication between levels was also a concern in many of the Strengthening Home Economics Projects. In many districts teachers found that course content and learning experience were being duplicated at the junior and senior high levels and many teachers were unaware of what was included in wage earning programs. Opening the lines of communication between teachers at all levels was a first and major step in the articulation process. Project monies paid for substitutes while teachers were released from the classroom to participate in half or full day work sessions where they explained their program and course offerings, examined course outlines and learning experiences, identified areas of overlap or duplication and evaluated total 7-12 offerings for comprehensive learning experiences.

Articulated content outlines were developed for each component area by the state staff. These outlines were used as worksheets to help teachers identify what content was being taught at each level and gave them a chance to see whether their offerings were varied and comprehensive.

As a result of the articulation work sessions, course outlines were revised and updated. In many schools the junior high programs were redesigned to include a broader exposure to all components of the home economics program. Career exploration experiences were added to many junior high curricula. A better understanding by teachers of the total scope of the home economics program also developed. Many schools looked at the possibility of adding a wage earning program. Teachers found the articulation process to be a very time consuming but rewarding and beneficial experience.

The Strengthening Home Economics Project was started in Minnesota with outside help both in the form of funds and consultant time, but many of the ideas implemented can be accomplished as groups of teachers work together cooperatively to share resources and ideas.

THE MINNESOTA MODEL FOR STATEWIDE CURRICULUM ARTICULATION OF OCCUPATIONAL PROGRAMS IN HOME ECONOMICS

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Competency based, personalized and articulated curriculum has existed in various degrees of formality and sophistication over a period of years. Teachers, teacher educators and state departments of education personnel have long debated the merits of such an approach to teaching. With the expansion of technology, declining enrollments, rising costs and limited funds for education, serious consideration must be given to providing the most comprehensive educational program for each student, in the shortest possible time for the least possible cost.

Minnesota has for many years, provided excellent community and state commitment and support for all of education, including the thirty-three vocational-technical institutes, fifty-seven secondary cooperative centers and approximately four-hundred secondary school districts offering vocational education. In order to assist students in reaching an entry level step in a career goal, a method for vertical curriculum articulation developed out of necessity to prevent competency overlaps or omissions in the student programs.

RATIONALE FOR CURRICULUM ARTICULATION

Over 13,000 of Minnesota's vocational students are enrolled in occupational Home Economics Related programs that encompass the secondary, post-secondary and adult levels of education. Within such a comprehensive system, students frequently progress to higher levels of education within a single program, e.g., Food Service Occupations. "Articulated" program curriculum enables students to progress to other levels without experiencing "omissions or gaps" or "overlaps" in instruction.

A "gap" occurs when competencies necessary for successful job performance are not taught to students at either the secondary or post-secondary levels of education or at the job site. Since the student does not have some of those necessary competencies, s/he may suffer eventual loss of job or delayed promotion (Illustration A).

An "overlap" occurs when a student is required to repeat instruction of those competencies already mastered. This situation may cause undue frustration and unnecessary costs in terms of time, energy and money expended. An "overlap" in instruction is costly to tax payers, since teacher time, equipment and materials are duplicated (Illustration B).

The ideal, or "articulated" curriculum is planned so students can enter/exit a program or a job without experiencing unnecessary gaps or overlaps, thus obtaining the needed occupational competencies at the lowest possible cost (Illustration C).

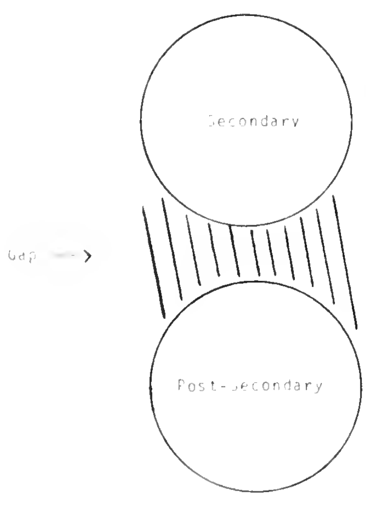


ILLUSTRATION A

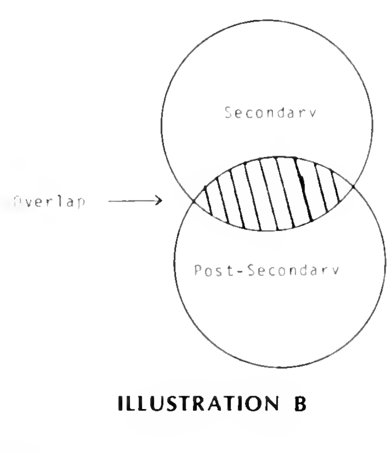


ILLUSTRATION B

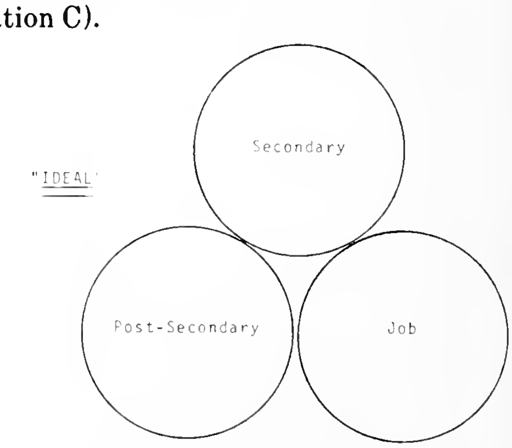


ILLUSTRATION C

Not only is it important that a curriculum be articulated among the educational levels, but articulation with the specifications from business and industry plays a crucial factor in the success of curriculum design. Vocational educators need an accurate identification of the tasks and knowledge necessary for competent performance in a specific occupation. Input from representatives of business, industry and fields related to Home Economics forms an integral element in the process of developing content and objectives for instruction.

ADVANTAGES OF ARTICULATED CURRICULUM

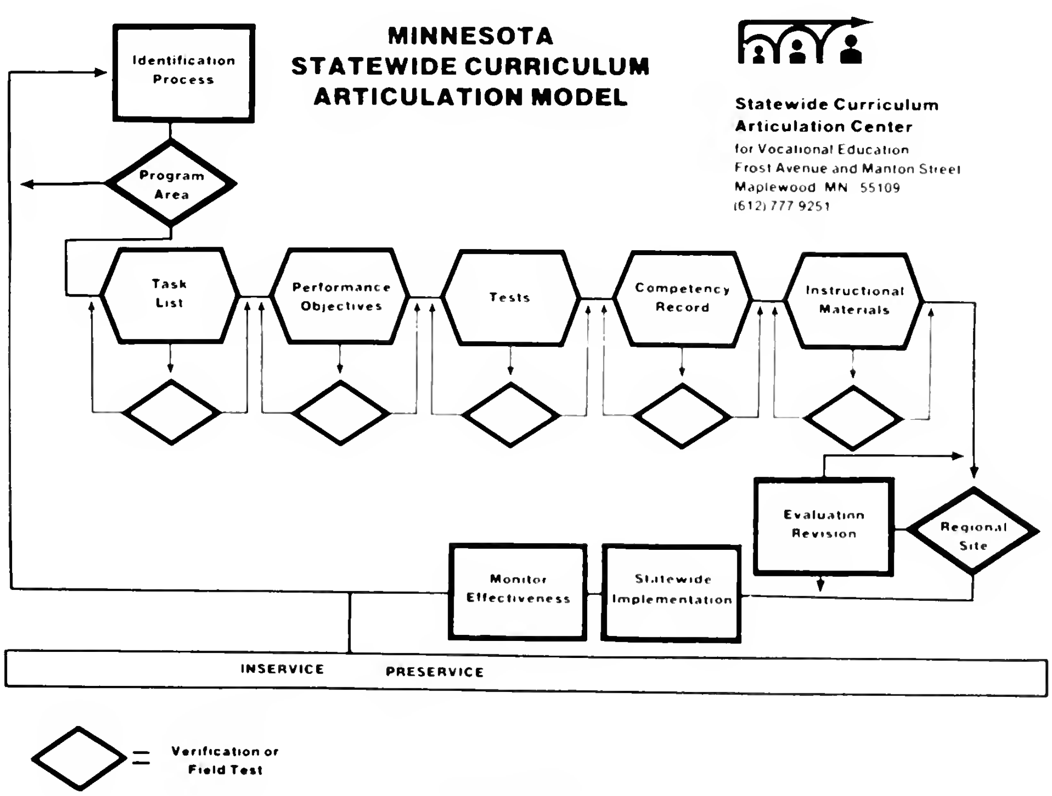
Students are the primary benefactors of curriculum articulation. They can identify occupational goals and see in advance the instruction they need to learn to achieve those goals. Credit can be given for skills they have already mastered on the secondary level as they progress to post-secondary education. Instruction is personalized to meet the needs and interests, as well as the style and pace of learning unique to each individual student. With this flexibility, it is possible for a student to complete a program in less time with the skills necessary to enter the job market.

With curriculum articulation, employers will have a means of discovering, via the competency record, the specific skills possessed by each job applicant. On-the-job training costs may be reduced, since workers are trained by vocational programs according to standards identified by business and industry.

Minnesota's vocational educators also stand to profit through efforts to articulate curriculum. They will share an accountable and relevant basis for content that is flexible to meet student and local business and industry needs but has been standardized statewide. Those who have been involved in the activities of curriculum development have welcomed the opportunities to work together to share, to learn and to see their commitment directed toward a common goal: to improve vocational education for each student.

THE MODEL

The Minnesota Statewide Curriculum Articulation Model contains five major components and five additional elements or processes that purport to insure success (Attachment 1).



ATTACHMENT I

Identification Process

This identification process involves synthesizing several data banks in addition to conducting a needs assessment at the appropriate levels. Included in the process is: 1) determination of the manpower supply and demand profile for the program area under development; 2) determination of the curriculum development needs as reported by vocational instructors, counselors, administrators, etc.; 3) review of the recommendations from the individual vocational evaluations conducted by the state's evaluation system; 4) identification of emerging occupations for which vocational programming is currently unavailable; 5) acquisition of recommendations from state supervisors based on statewide school visits; 6) acquisition of student interest data; 7) a cost benefit analysis based on the number of students affected, and 8) a determination of the practicability of initiating the curriculum at all educational levels. Synthesizing the above data banks or several program areas will lead to a prioritizing and the eventual selection of program area(s) to be developed.

Task List

Once a program area has been identified for development, it is important to begin with a reliably conducted task analysis. (See Attachment II.) If education's product (the student) is to be salable in the market place, the student must be trained to meet the needs of the employer. It is for this reason that the task analysis conducted with employers becomes a most important element in the curriculum development process. Once this critical analysis has been completed, educators may sequence the tasks into meaningful learning units. Likewise, educators and curriculum development specialists may, from the sequenced task list, develop competency recording devices (report cards or competency records) that may follow the student through education and employment.

A. <u>Safety</u>

1.00 Create a safe environment

- .01 identify occupational safety hazards
- .02 correct/eliminate existing hazards
- .03 identify food service personal safety habits

2.00 Follow fire safety procedures

- .01 classify types of fires
- .02 extinguish fires
- .03 report fires

3.00 Apply first aid

- .01 apply first aid for minor cuts
- .02 apply first aid for minor burns
- .03 apply first aid for minor falls
- .04 apply first aid for foreign objects in eyes
- .05 apply first aid for objects in airways

B. <u>Sanitation</u>

1.00 Identify food handling techniques

- .01 identify food preparation methods which prevent food contamination
- .02 identify food holding methods which prevent food contamination
- .03 identify food storage methods which prevent food contamination
- .04 identify food serving techniques which prevent food contamination
- .05 identify standards of personal hygiene

2.00 Clean and sanitize work and storage areas

- .01 clean and sanitize kitchen work counters
- .02 clean and sanitize dry food storage cabinets
- .03 clean and sanitize refrigerated and freezer storage

ATTACHMENT II

Performance Objectives (Terminal Performance Objectives)

Vocational educators are becoming accountable for the student's potential in the market place. However, prior to determining the student's competency with given tasks it is necessary to understand the *conditions* under which the task should be completed and the level of proficiency the student must acquire to be successful on the job. It is for this reason that terminal performance objectives (see Attachment III) are carefully written to spell out three major components: 1) the *outcome or task* to be accomplished; 2) the *conditions* under which the student must be capable of performing the task, and 3) the *criteria* with which the student will be evaluated in determining ability to perform the task under the indicated conditions. The criteria for evaluation contained within the objective normally relate to quantity, time and level of proficiency or degree of accuracy.

Test (Criterion-Reference Tests)

When the TPOs (Terminal Performance Objectives) are stated appropriately with the three indicated elements, the evaluation of the student is also therein established. It is the responsibility of the vocational educator, however, to assess the degree to which the student has met the terminal performance. It is for this reason that CRTs (Criterion-Referenced Tests) are developed to assess the student's competence. The criterion for measurement is ostensibly the same as the criteria statement established in the objective. Based upon objective, the criterion-referenced test (performance and/or written test) places the student in an environment most identical to that found in the job setting. When a student demonstrates the ability to perform in accordance with the conditions, outcome, and criteria established in the terminal performance objective, the competency record may be appropriately marked to indicate the competence gained or achieved.

Competency Record

The competency record is a more sophisticated "report card" that responds to the skills possessed by the student rather than the identification of an arbitrary symbol representing knowledge in a broad subject matter area. The traditional grading scale of A to F fails to identify the student's competencies as related to individual tasks. In an effort to be more responsive to the needs of business and industry, the competency record rather than (or in addition to) the traditional report card is utilized.

Instructional Materials

It is necessary in most instances for the vocational instructor to have hardware and software to assist students in the acquisition of competencies. Based upon the quantity of materials developed by publishers and audio-visual specialists, it is assumed that reference materials may be acquired from professional sources to assist in the teaching-learning process. However, a search is conducted to determine the availability of instructional materials and their direct relationship to the stated terminal performance objectives. In those instances when an obvious void is identified or when the quality of the materials hampers and detracts significantly from the teaching-learning process, then, teacher prepared or state prepared materials may be necessary.

Implementation

Even though the process is thorough and complete, an attempt at implementing on a base the size of an entire state, without previous trial or experimentation, is inadvisable. It is desirable to implement or field test, on a regional basis so that both secondary and post-secondary instructors have the opportunity to discover the advantages and the shortcomings of the products and processes. The establishment of a piloting phase (regional site) provides the opportunity to field test materials and processes and for other instructors to visit and observe the working relationships among instructional levels and the working of students through the curriculum. The results and experiences from such a regional site provide the basis for the evaluation and revision of materials and the process.

STATEWIDE CURRICULUM ARTICULATION CENTER

TERMINAL PERFORMANCE OBJECTIVE

FOOD SERVICE

Area of Competence A. SAFETY
Statement of Competence 3.00
Task(s) .01

Supplies	Equipment
Bandage Gauze Ointment Clean cloth	

Given the following (conditions): A student in a hypothetical situation sustains a minor cut on the hand
Access to first aid supplies

You, the student will be able to (outcome): Apply first aid for minor cut

So well that or According to (criteria):
Bleeding stops
Infection is prevented
Cut is protected
Cut is treated immediately

PREREQUISITES

To complete this objective you will need to.

KNOW	DO
Types of cuts	Bandage minor cut
Reporting procedure	Clean & sterilize a hypothetical cut
How to stop bleeding	

ATTACHMENT III

Evaluation and Revision

The evaluation of curriculum is a continuous process. Although it may be most critical to make revisions after piloting the initially developed curriculum (prior to the statewide implementation), the continual evaluation and monitoring of effectiveness through a statewide evaluation system is certainly imperative and an assumption built into the model.

Inservice and Preservice

Although the theories surrounding a competency based, articulated curriculum have been with education for some time, the employment of the total concept is found in few places. Practitioners and teacher educators have, in the past, been so inexperienced with the "real thing" that our experience in this field can be considered minimal. To a great extent, the success of implementing a competency based, articulated curriculum is contingent upon the delivery of competent practitioners to the field. The preservice and inservice component of the Articulation Model then is a key to establishing and maintaining successful utilization of the previously well developed and responsive curriculum.

A CONTINUING PROCESS—NEXT STEPS

As charged by the Minnesota State Plan for Vocational-Technical Education, the Statewide Curriculum Articulation Center functions to "assist in the administration of a coordinated project to develop statewide program articulation and systematic curriculum development" for vocational program areas. A statewide working committee of secondary and post-secondary food service instructors wrote terminal performance objectives during early Fall, 1978 based upon occupational task lists for commercial and institutional/industrial food service occupations. Tests, the competency record and instructional materials were developed during Fiscal Year 1979 for regional pilot testing to begin in September, 1979.

Child Care/Guidance has been identified as the second occupational home economics program area for curriculum articulation. Reasons cited for this decision included the increased numbers of licensed daycare facilities, as well as the large number of students enrolled at each level of vocational child care/guidance education. Furthermore, Minnesota's home economists are committed to their involvement in the movement to affiliate early childhood education with the public school system. Effective care and guidance of children requires the services of qualified and well-trained personnel.

MODEL MANAGEMENT

In early 1975, the statewide curriculum articulation research project was designated as an affiliate unit of the Vocational-Technical Division and funded through a local school district. The project became an operating center in 1977 with its own staff, equipment and offices. The center has access to all University and Department of Education research materials and computer services.

The center staff and the state supervisors involved in each of the program areas have developed a close working relationship and commitment to the project mission. The center director and each program area curriculum consultant have designed a management-by-objective system with the stated outcomes and activity schedule to accomplish the goals for the specific program areas. The state supervisors work closely in all phases of management.

The general goals and activities are submitted for public review and are placed in the State Plan for Vocational-Technical Education.

The center is under the management of the Vocational-Technical Division's Program Operations Director with one post secondary supervisor designated as the Division's liaison coordinator. Each program area supervisor(s) and the center staff design their own method for communication and goal achievement.

The funds for the center's operation are part of the State Plan and are paid from state money from the post-secondary categorical allocation. The annual budget for the center is designed and negotiated by the state staff, the center director and a representative from the local school district that acts as the fiscal agent. On a regular reimbursement agreement, the funds are paid to the local school district and the district in turn, handles all of the fiscal matters for the center.

CETA THROUGH THE SCHOOLS— AN OPPORTUNITY FOR HOME ECONOMICS

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A Minnesota Vocational Board was established in 1917 to prepare a state plan for vocational education in order to take advantage of the Smith-Hughes Act, which provided for education to prepare for the occupations of agriculture, homemaking and industry. When the State Board of Education was established in 1919, it was charged with state leadership for education. The same legislature directed the State Board of Education to serve as the State Board for Vocational Education, and since 1919 the State Board has worn two hats. Thus it provides leadership to both K-12 plus adult *general* education and to secondary, post-secondary and adult *vocational* education. With responsibility for a spectrum of education which includes both basic skills and occupational education, the State Board is interested in cooperating with other agencies who also have responsibility for job training and related basic skills.

The Department of Labor has been responsible for various services which contribute to the employment of the population. These services have included training and education which lead youth and adults to employment. Civilian Conservation Corps (CCC) in the thirties and more recently, Manpower Development and Training Act (MDTA) and Neighborhood Youth Corps (NYC) were examples. The Comprehensive Employment and Training Act (CETA) replaced MDTA and NYC in 1973. The 1973 legislation provided that each State Board for Vocational Education be involved with a percentage of CETA funding for training and education. This is being done in Minnesota through the Vocational-Technical Division of the State Department of Education.

In 1977 Youth Employment and Demonstration Projects Act (YEDPA) became law and served to amend the 1973 CETA to provide training and jobs specifically for youth. New CETA legislation is due to be passed by Congress in the Fall of 1978.[1]

When the 1977 youth legislation (YEDPA) was passed, state personnel in the Department of Education and Department of Economic Security dreamed of increasing the cooperation between the CETA prime sponsors and the schools. Prime sponsors are responsible for carrying out CETA at the "grass roots" level. Minnesota has 10 prime sponsors and 437 school districts. Susan Erkel, a home economist, is the Statewide CETA Coordinator in the Department of Economic Security. She was one who had the dream and provided leadership which led to a grant from the Department of Economic Security to the Department of Education. Under this grant the state education agency assists schools in working with CETA.

Coordination can result in schools offering the education or training with CETA funding or with a combination of CETA and education funds. Sometimes the schools offer employment-related education with education system funding, and cooperate with another agency funded by CETA which provides related services such as CETA-funded jobs and care for children of CETA clients who are in an education or training program.

CETA provides funds for two major purposes. One is to provide services for career development so that youth and adults can be better prepared for employment. The other purpose places emphasis on employment rather than on training. The goal for both of CETA's career development funding and employment funding is to reduce unemployment.

Home economics educators have assisted in reducing unemployment in a variety of ways in Minnesota. A few examples of programs and services are shared in this article to serve as an example for others who wish to develop CETA and educational cooperative projects.

Personnel have been employed through joint funding, via CETA, state vocational funds, and foundation aid, to make occupational home economics programs possible in Austin and

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[1]Since this article was prepared, CETA of 1978 has been passed by Congress.

Tyler, Minnesota. Greater Minneapolis Day Care Association and Minneapolis Adult Vocational Education offered a child care training program for employees in child care centers and family day care. Two adult instructors and an administrative assistant were employed through CETA funding. Instructors conducted several workshops throughout Minneapolis and surrounding suburbs. Judi Linder, a home economist, is the vocational administrator responsible for the program. Teacher aides have been employed through CETA funding in many school districts. The teacher provides on-the-job supervision to the aide. After the aide has completed this CETA-funded public service employment, it is expected that s/he will obtain unsubsidized employment.

Suburban Hennepin Area Vocational-Technical Institute (AVTI) and Hennepin County CETA cooperate to provide a culinary arts apprenticeship program. Young adults who have completed high school or left high school are enrolled in one quarter of AVTI cook/chef training. Upon completion of this part of the program, CETA students are placed on a CETA-subsidized private sector job as an apprentice, after which they are placed on unsubsidized jobs in the community. Through cooperation between the AVTI and CETA, eligible youth and adults can be provided special services beyond those available through either CETA or an AVTI acting individually.

Minneapolis Public Schools offers a child care service for teenage parents who attend high school. This project is funded by the Department of Economic Security as an exemplary project from the Governor's 5 percent funds from YETP. The purpose is to provide care for preschoolers so parents can complete secondary school. Louise Sargin, a home economist, is the project director.

Kathy Altenburg, a home economist, is the Youth Program Coordinator for both residential and nonresidential sites of Young Adult Conservation Corps (YACC) in Minnesota. Thirty percent of the YACC funding is administered through the Minnesota Department of Natural Resources where Ms. Altenburg is employed.

Gen Olson is secondary vocational director at Anoka and Ann Kitts is vocational director for Osseo Schools. Both cities are suburbs of Minneapolis, and both administrators have home economics education backgrounds. These two administrators have provided leadership to offer CETA-sponsored programs through the schools. CETA is co-funding a placement specialist along with state secondary vocational funding at Osseo. Anoka offers a CETA-funded work experience program and employs a career development specialist who is funded by CETA.

Ten counties in south central Minnesota are developing a displaced homemaker project. Pam Brumbaugh is responsible for this CETA and Minnesota Legislature-funded project. Her plans include incorporating the services of extension home economists and the AVTIs to meet the broadly-based educational needs of the displaced homemakers.

Marlene Webb, a home economics teacher, has developed a CETA proposal to prepare employees for the tourism industry. This program is planned to be located at Bemidji in northern Minnesota and offered to secondary students in nine school districts through the North Country Cooperative Center.

If you would like to become involved with a project to reduce unemployment through CETA, we recommend that you follow these steps:

1. Develop an idea for a way to utilize training to reduce unemployment.
2. Sell your idea (or adapt your idea) to your CETA prime sponsor based on the local CETA board's priorities.
3. Sell your idea (or adapt it) to your administration.
4. Write the plans for carrying out your idea in the format recommended by your prime sponsor.
5. Carry out the plan if/when it is funded by CETA. (CETA can fund a project alone or in cooperation with other sources of funds.)

"The most important attitude that can be formed is that of desire to go on learning." John Dewey, *Experiences and Education*, p. 49.

HELPING HIGH SCHOOL STUDENTS MAKE CAREER DECISIONS:
A PRACTICAL APPROACH

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THE PROBLEM

Providing career guidance to home economics students in the contemporary high school is becoming an increasingly complex challenge to the teacher-coordinator charged with these responsibilities. The increasing diversity among the students who seek guidance, the rapidly changing aspects of the job market, the change of attitudes about the very nature of work, and economic conditions moving from abundance toward scarcity, have all combined to make it difficult to follow a highly formalized and structured approach to career counseling.

In the past few decades, a number of authors have commented on various aspects of the counseling problem. Most of them, however, have sought their answers in basic changes in scientific understanding, the structure of our schools, or the commitment of the public which supports us. While these long-range considerations ought not to be neglected, they have very little to say to the contemporary classroom teacher on whom the burden falls. The teacher who meets the client population *tomorrow* should know that there are enabling techniques available which will make a substantial contribution to the students' growth, and that these techniques can be used in almost any school situation regardless of the structure. Our real world is far from ideal, but we have it in our power to offset some of the deficiencies through our own individual activities.

Preliminaries to a Program

Let's look at three considerations which seem to be essential for a successful program: teacher attitudes, publicity, and outreach.

As difficult as it may be, the successful teacher-counselor will always try to reflect excitement and enthusiasm for counseling. Certainly there are few decisions more important to the students than the choice of a career. If present technological and social trends may be safely projected into the future, it is a process that may be repeated in the student's lifetime as many as five or six times. If the teacher is successful in fixing in the students' minds a pattern, a consistent way of looking at careers objectively, then a substantial long-range contribution has been made to the students' well-being.

It's easy for the experienced teacher of home economics to fall into the habit of thinking that career guiding services are well-known among the students. Even those who have been conducting an on-going program for several years may be surprised to discover the level of misinformation about the program that exists among the student body. The role of publicity is to make sure that students have correct information and to counteract misinformation.

Probably the single most important concern the teacher should have in extending knowledge of the program is the effect of feedback on the program. Publicity implies a broad appeal to students of diverse backgrounds; without it, the program may tend to attract only those articulate, interested students who seek advice. In these circumstances, the program will become one which suits these students best, and, almost as a corollary, exclude those whose need for guidance is at least as great as that of the talented students.

As a matter of basic philosophy, the teacher should seek the broadest possible base for the client population. Given the wide range of communication skills that exists in contemporary high school students, such a philosophy makes it almost mandatory that the teacher make use of a wide variety of promotion techniques. Among the more important of these are:

1. Questionnaires and problem censuses

2. Articles in school newspapers
3. Graphics: posters, bulletin board displays
4. Media: videotapes, film strips, audio cassettes
5. Career fairs

Naturally, it is important not to neglect such casual methods as informal talks in homeroom settings and personal interviews with student leaders. There is no substitute for the teacher's personal initiative.

The teacher may face a heavy schedule and many demands on time and energy. It is particularly easy to fall into the habit of devoting extra time to those students who respond more readily and therefore offer us that all-important ego reinforcement. However, the ultimate, long-range success of the counseling program depends on a concerted effort to reach those that are harder to reach. Whatever the objective ratio of success with this sector of the client population, the *fact* that the teacher directs attention to everyone will attract notice, and the word will spread that the teacher *cares*. Acquiring such a reputation is not an easy task, but the teacher may be sure that its benefits far outweigh its costs.

The First Steps

It should be strongly emphasized that one of the principal characteristics of a *flexible* career choice program is that it is tailored to the individual. This means that each individual student is accepted on his or her own merit at the time that the program is made available. The student cannot be assigned to an arbitrary routine or standard curriculum simply because it is assumed that the tentative career choice demands certain attitudes, skills, and knowledge.

Personal interview. The result of such a commitment to an individual approach means that the beginning of the process is a personal interview with each student by the teacher. The purpose of this interview is two-fold.

1. The teacher begins the process of analyzing student needs relative to social background, psychological orientation, feelings about self, energy level, and intellectual capabilities.
2. The student begins the process of exploring the self, becoming aware of feelings, and seeking sources of those feelings.

This interview is the fundamental step that the student takes in what will become a continuing search for self-understanding.

Certain students are capable of handling abstract ideas and respond well to analyzing themselves and the world around them. Other students seem to think only in more concrete terms, and respond better to people than to ideas. Some seem to be able to express ideas verbally, while others may have difficulty with translating feelings into words. Obviously, there are gradations of ability, too. The teacher-coordinator is very likely to be an example of the verbal, analytic, process-oriented individual, and in conducting interviews must be careful not to make arbitrary negative value judgments concerning the abilities of a student who may be relatively inarticulate and yet highly skilled in the manipulation of concrete situations and relations with people.

THE PROGRAM ITSELF

Instruments and Techniques

The initial step in the planned program, following up the interview, is the completion by the student of a rough-draft resume or personal data sheet. In most cases the teacher will probably have to avoid the use of the word *resumé* and be fairly explicit about the information desired. The student should be instructed to write out, type if possible, the data requested and have it in the teacher's hands by a certain date. A great many inferences can be drawn by the teacher from such a write-up. Is it complete? Accurate? Neatly done? Submitted on time? The answers to these questions tell a great deal about the way the student will respond to career work.

With the personal data sheet available, the teacher may then begin the career choice process with the student, beginning with the Kuder General Interest Survey. The complete outline of the process is shown below.

INSTRUCTIONS TO THE STUDENTS

1. Take the Kuder General Interest Survey and score it yourself. Discuss the results with your instructor.
2. Decide upon one or more careers you would like to investigate.
3. Check the *Occupational Outlook Handbook*[2] for job descriptions within the careers you have chosen. What education or training do these jobs require?
4. Get additional information from trade magazines and other sources at your school and city libraries. If you don't find enough information there, the reference librarian can give you the names and addresses of trade associations to write to for more information.
5. Find a person who currently has the kind of job you would like to have ten years from now. Conduct an interview with that individual, following the patterned interview.
6. In order to become familiar with working conditions in the careers you have chosen, take a field trip to job sites.
7. Write a job description of the careers you have chosen, and describe briefly how you intend to prepare yourself for those careers. Record this information in neat form using the typewriter if possible.

There are, of course, many other interest inventory forms available, but the Kuder[1] was chosen because of its acceptance by the students as well as professionals. In discussing the Kuder scores with the students, the teacher should avoid giving them the status of dogma; they are, rather, just the beginning of the communication between student and teacher. Every step of the process outlined above is an attempt to build on those communications.

With the exception of Step 5, the steps are self-explanatory. The patterned interview mentioned in Step 5 is provided below. The instructor should make sure, through role-playing the interview, that the student embarking on such an interview is comfortable with the technique.

PATTERNED INTERVIEW WITH AN INDIVIDUAL IN YOUR CAREER CHOICE

Introduce yourself as a member of a Career Awareness class. You are trying to learn more about what you could expect if you succeeded in getting this type of job. Ask the person if he or she would be willing to spend a few minutes with you to tell you about the job as it appears to him or her.

1. What do you do in your job?
   a. What parts of the job do you like best?
   b. What are the things about the job that you don't like?
   c. Do you work mostly alone or with other people?
   d. Do you work mostly outdoors or indoors?
   e. Is your work closely supervised?
2. What do you have to know to do your job?
   a. How (or where) did you learn to do the job?
   b. Are there schools I could attend to learn to do the job?
   c. Would the company pay for the training or education?
3. How difficult is it to get into this type of job?
4. Where could I expect to be located? Would I have to move often?
5. How much money could I expect to make?
6. What fringe benefits are offered? Are there unusual expenses?
7. Do you have to join a union? What does the union do for you?
8. Would you recommend that I try to get into this type of job?
9. Is there anything else you think I ought to know about the job?

THANK YOU for helping me think through this possible career. You have helped me a great deal.

Be sure to follow up the interview by sending a letter of appreciation to the person who answered your questions!

[1] Kuder General Interest Survey, Edition E, 1976 (Science Research Associates, Incorporated, Palo Alto, Calif.).

[2] United States Department of Labor, Bureau of Labor Statistics, *Occupational Outlook Handbook,* Bulletin 1783 (Washington, D.C.: Government Printing Office, 1974).

Implementing the Career Choice

The teacher should assume the responsibility for being familiar with the job market and focusing the student's efforts on the tentative choices made in the field of interest. It may be necessary to do a great deal of work to prepare the student for the initial job interview, viewing AV material about the industry chosen, and role-playing both the person seeking the job and the employer conducting the employment interview. The student should be counselled on the importance of first impressions and the role of social interaction in the interview.

When the student returns from the job-seeking interview, the teacher should give adequate time to a "de-briefing," checking perceptions of the job itself, the employer, and the student's reaction to the interview. It is especially important that the student follow-up the interview in person (or by telephone) to find out whether s/he is offered the job. If more than one person applies for the same job opening, it is often the person who has the interest to follow up the initial interview who gets the job.

On-the-job Follow-up

It is essential that the teacher be sure that the student understands that the job which may be available may not be the student's first choice. Nevertheless, it provides opportunities for learning, and it is part of the process of establishing a career. The teacher is a part of a three-way communication system: the teacher, the student, and the employer. The social situation on the job enforces certain communication barriers between the employer and the student; the teacher, however, stands outside these barriers and should be sensitive to the on-the-job relationships as they develop. This implies a regular routine of interviews and observations by the teacher of the students at work.

Graduation from the Program

At some point, the student will pass from the teacher's jurisdiction. The student will graduate or leave high school whether or not successfully established in a career. For the benefit of both student and teacher, it is highly desirable for the teacher to solicit an exit interview with the student. The purpose of the interview is two-fold. First, the teacher should review the process with the student to see if what the student learned was what the teacher intended. The student should be impressed by the way of looking at careers. Second, the teacher looks for ways in which the process can be improved. Could the focus of the program be sharpened, for example, or is it possible that some of the techniques used did not adequately serve their purpose?

REVIEWING THE PROGRAM

The flexibility of the program outlined above serves not only to permit adaptation to individual circumstances and students, but also to encourage the teacher to make long-term adaptations in the structure of the program itself. A major fault of any program is the tendency to become so set that it no longer conforms to any outside reality and becomes an end in itself.

Analysis of Feedback

The teacher ought to be alert to many different sources of feedback about the career guidance program. The teacher's own feelings about the program are an excellent place to start program evaluation. Does the teacher look forward to each day's work with a sense of excitement and challenge, or does the work bring dread and despair? It happens all too often that the teacher becomes so involved in petty details which may be taken as personal shortcomings when in fact they are faults of the program itself. Some other sources of feedback are:

1. Students' attitudes
2. Employers' attitudes
3. Parents' attitudes
4. Advisory Committee
5. Colleagues and administrators

Decisions for Change

No program that has been carefully thought out in the first place should be changed without substantial reason and careful consideration of all the factors involved. The teacher is the basic implementor of the program, and any changes made should reflect the teacher's capabilities and limitations. Needless to say, the changes should not be considered in a social vacuum. There are many sources from which the teacher can draw knowledge and assistance. Some of them are:

1. Professional resources: journals, texts, government material
2. University faculty
3. Colleagues in other schools
4. Students

SUMMARY

As complex as the teacher-counselor's job has become as a result of great social and economic change, and as necessary as it is to have structural change in our school systems and in our ways of looking at the relationship between school and work, there is still a great deal that the teacher can do to make career guidance work more effective and satisfying.

If the teacher can develop a program that caters to the individual needs of the students, maintain sensitivity to the changing conditions under which the students and their employers work, and feel free to modify the program as needs change, the consequences can be as exciting for the teacher as for the students themselves. Such programs have been developed, and need be no further away than next semester. There's no need to wait for the revolution!

"Man [and women] thrives not on mindless pleasure, but on challenge. Access to a satisfactory social role, as well as Life and Liberty, is becoming viewed as a fundamental political right. And energy and raw materials will never again be as plentiful and cheap as in the past. Thus the principle of replacing men [and women] with energy-driven machines no longer makes the sense it once did.

"The principle makes even less sense in view of the fact that the industrialized system increasingly must condition consumers to want what it produces—in the face of growing opposition from consumers. Some sort of movement toward a 'frugal society' seems inescapable, yet the economic consequences of such a trend appear to be grave indeed." (Willis W. Harman, "The Coming Transformation" in *The Futurist*, February 1977, p. 9.)

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OF HOME ECONOMICS

REDEFINITIONS AND REVALUATIONS

REDEFINING HOME ECONOMICS AND REVALUATING NUTRITION EDUCATION

HOME ECONOMICS EDUCATION · UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

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Foreword

In this issue of ILLINOIS TEACHER, we continue the "Home Economics Defined" idea in the first three articles and hear from a high school teacher, a supervisor, and an old friend. In about a third of the issue we focus on nutrition education again with a report on the recent national conference in Washington, some practical teaching techniques, and some other helps from Barker and Cote regarding weight control and peer education. Thomas suggests analyzing issues as we teach nutrition, an approach which may have special appeal to some of the more able students. A new set of nutrition concepts developed at Penn State is also included.

Clothing teachers, consumers, and resource conservationists will be interested in some new research, reported by Kahn and Volz, which may change our laundry practices. Norris and Zander share an exciting consumer education project being conducted with employees in industry, Shrank and Musa suggest that we think futuristically in home economics, and Quattrocki explains one way to individualize instruction in a large class. Hooker reports on yet another "domain" of educational objectives which home economists can use and help to develop further.

UNIVERSITY OF ILLINOIS HOME ECONOMICS EDUCATION
7th ANNUAL ALUMNAE CONFERENCE
MARCH 8, 1980
9:00 a.m. to 3:30 p.m.
Education Building Room 22 and the Illini Union

Everyone is welcome—alums and friends!
We have an exciting program planned!
We hope you can be with us this year.

Send your name, address, and year graduated, along with a preregistration check of $7.00 (includes lunch) payable to the University of Illinois to:

Home Economics Education Student Seminar
c/o Hazel Taylor Spitze, Faculty Sponsor
350 Education, University of Illinois
Urbana, Illinois 61801

CORRECTION

In the September/October 1979 issue of *Illinois Teacher* (Volume XXIII, No. 1) the article "You—The Energy Game" should have had *three* authors listed:

Bonnie Bonewitz
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Home Economics Department
Loveland High School
Loveland, Colorado

Patricia J. Rodriquez
Home Economics Teacher
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Loveland, Colorado

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Assistant Professor
Department of Vocational Education
Colorado State University

HOME ECONOMICS EDUCATION DEFINED—A VIEW FROM A SECONDARY TEACHER

Glenda Cramer
Secondary Home Economics Teacher
Minneapolis, Minnesota

For me, reading HOME ECONOMICS: A DEFINITION by Brown and Paolucci in preparation for the Denver forum gave rise to two sets of recurring, conflicting thoughts and feelings.

First, there was a sense of pride in being a part of a profession that has been established on such a firm, essential base with its central concern being that of the home and family. It was, and is, overwhelming to reflect upon the significant impact home economics and especially home economics education have had on people over the years.

Then there was consternation over a nagging question. If H.E. is so firmly rooted in providing service to and enabling goal attainment of families, why is this apparently *not* the case in many of our educational settings? To paraphrase Erma Bombeck, "If H.E. is so great, how come home economics education is often in the 'pits'?" How did home economics education ever become identified with cooking and sewing when by its very nature and early definition H.E. was clearly defined as encompassing the "dailiness" of living? What happened? Where along the way did we get off course? What happened to result in such a pervasive, on-going stereotype of H.E. education, particularly at the secondary level, as a less-than-professional, non-essential frill in a high school curriculum?

I know we have come a long way. There are many consumer and occupational home economics programs that are indeed family-focused and exemplify the broad context of Home Economics. For example, the programs of the teacher-of-the-year winners are super testimonials of the creative, truly fine teaching that exists within our field. The changed and expanded focus of home economics curriculum is outlined in "New Meanings for Home Economics,"[1] and programs from around the country are described which exemplify how, in actual practice, teachers are implementing a growing concern for coping with today's social problems.

Knowing about all of our successes is encouraging and gives me a feeling of great pride. At the same time, I am convinced that we still have a long way to go. I have a nagging concern that makes me ask: Will the same thing happen with a new definition of H.E.? Will a home economics teacher be reading yet another new "Home Economics Defined" paper in the year 2056 and be saying, "If H.E. has such a worthy mission, how come people still ask me if I prefer to teach *computer foods* or *computer clothing*?" It is my hope that such will not be the case and my belief that home economists in education can make a difference in how the mission of this profession will be fulfilled for those whom *we* serve. Herein lies another concern: the relationship of teacher educators to teachers in secondary classrooms. All too often the relationship seems to be one of "ships passing in the night." We appear to operate as if on separate ships with separate crews, rigging, and logs even though we are on the same sea and headed for the same port. Aren't we??

I would like to comment on the practical persistent problems of teaching H.E. and make some suggestions regarding what I think could help improve our stormy seas and get our ships sailing in formation. I hope we don't get off-course, or collide and sink in the process!

What is making the seas stormy for us out there in the classroom? In a fall, 1978 survey,[2] teachers were asked the question: What is the number-one problem you face in your classroom that impedes your ability to teach and students' ability to learn? Here are six responses from that survey which are cogent in describing our situation:

- The wide spread of ability levels is too great; it ranges from very slow to college-prep. I find that I have to teach to the 'average' level. (Reedley, CA)
- Students enroll in Home Ec because they have no other courses to take. Consequently, *they* cause problems for other students who want to learn. (Bonner Springs, KS)

[1]National Association of Secondary School Principles, *Curriculum Report*, 7(2) (November 1977).
[2]*Seventeen at School* (850 Third Avenue, New York, NY 10022, September 1978).

- Students have less self-respect today; their abilities to learn are impaired by their own lack of *self-discipline*. (Providence, RI)
- Mainstreaming mentally handicapped students. Materials are inadequate and students require special help in an already overcrowded classroom. (Pueblo, CO)
- Students are working long hours outside of school and do not have time and energy left to do good work in school. (Sioux Falls, SD)
- The lack of ability to change sewing and cooking programs from the past. The administration and board of education are finally allowing us to be innovative, but it has taken too long for them to realize that Home Ec is such a versatile subject. (Woodbury Heights, NJ)

To this list I would like to add several more points to illustrate further what makes the navigating difficult for us and why a definition of H.E. is essential and yet so illusive for us.

1. Narrow stereotyping of the student for whom H.E. programs are designed. Tied into this is the on-going problem of how to get college-bound kids (and parents and counselors!) to realize that they need what H.E. has to offer regarding managing resources, human relationships, and parenting.
2. Declining school enrollments and budgets with the resulting concern for survival and keen competition between departments for students.
3. "Back to the basics" movement and the difficulty in helping people realize how *basic* home economics is.
4. Over-loaded classes and teacher schedules such that teachers easily fall victim to teaching what is easiest or what they like in order to survive and keep the students busy and/or entertained.
5. Encroachment by other disciplines into H.E. "territory." This is especially the case in areas such as consumer education and family living.
6. The unending challenges of curriculum articulation throughout the levels of our own programs. This often becomes "hit and miss" to the extent that, in a sense, we become "our own worst enemies."
7. An increasing need to develop effective means to "toot our own horn" through special publicity aimed at our specific, significant publics such as parents, administration, school board, and community.

Clearly, all is not ship-shape for us. In some ways it looks like our ship may be sinking. College and university faculty members are in a position to rescue us and keep us headed in the right direction. I caution them to watch how they do this. The way they throw us the life boats and lifesavers is important! If we sink, the force is likely to pull them under, too. If we don't sink but just stay afloat, what will happen to their voyage?

TEACHER PREPARATION

What will help? What will make a difference? One lifesaver for H.E. education is that of *adequate teacher preparation* to meet the challenges of the classroom. Within this I am identifying four specific areas.

Curriculum Content

The *first* is curriculum development. As we all know, the home economics teacher needs a rationale for curriculum decision-making. The undergraduate must be taught this. The professional teacher must practice this process and be willing to change and improve it as the need and/or opportunity arises. The Brown and Paolucci paper gives some basis and direction for curriculum development.

Minnesota's curriculum council is attempting to utilize the Brown and Paolucci paper to develop an orientation to curriculum that is called, "A Problem-posing Model for Dialogue in Vocational Home Economics." It is family-focused and organized around five broad learner outcomes which reflect the paper's orientation to critical science. The process detailed by this model would help identify practical problems of the family and utilize practical reasoning in helping students deal with them. It is anticipated that as teachers learn to use this kind of approach they will become better able to identify priorities and design programs to teach for these. Its use, when available next year, will further increase the family focus of both the consumer-homemaking and occupational programs. Plans are to develop some samples of how this model can work, teach it to a group of classroom teachers who will in turn teach it to others. As a result, increased dialogue about curriculum will occur, support groups will be

formed, and better curriculum decisions will be made which are consistent with the nature and purpose, i.e., definition of home economics.

This attempt by Minnesota is an example of what I believe Murphy was referring to in her reaction paper[3] in which she discussed the development of self-forming persons as the valued end for H.E. To help develop self-forming persons she identified a need for increased emphasis on *processes* of learning and thinking:

> If the ultimate goal is for individuals to be capable of "critical, creative, and morally responsible decision-making and action" (Brown, n.d., p. 88), then the thought processes implied must be included in the preparation of the professional. The nature of these processes would be included as subject matter to be mastered by the professional. The preparation of professionals would include learning activities and environments conducive to the acquisition of these skills.

To further illustrate my concerns regarding curriculum development, I refer you to "What is Basic? A Rationale for Curriculum Decision-making"[4] by Staaland and Fauske from Wisconsin where family-focused curriculum is being developed.

Teaching Techniques

A *second* element of "lifesaving" teacher preparation is that of teaching methods, the "navigating equipment." I see the following as essential skills for the homemaking teacher:

- How to teach management concepts in an integrated manner, i.e., relate learning experiences to a larger context in a positive, realistic way. For example, learning about how to keep a room clean and orderly may take on meaning for a "disorderly" student when s/he can see the relationship of this to the possibility of having more time to get ready in the morning, less hassle with a parent, more time to spend with friends or on a hobby, etc.
- How to teach consumerism as a values clarification/decision-making process, not just how to budget and buy. It has been said that about 90 percent of the choices we make are emotional, not rational. As teachers, we need to be able to help our students distinguish the difference.
- How to teach for clarification and development of values rather than prescribing our own values for the students' acceptance.
- How to discover and utilize available community resources in and outside of the classroom.
- How to utilize technical skills as a *professional,* not a technician. Teachers need help to put the teaching of skills in perspective. The teacher needs to have the skills and ability to teach them so that the student can make these skills or "how-tos" operational in managing the work of the home so as to create conditions conducive to the achievement of her/his particular family goals. In other words, to use skills to help solve practical problems of the family.

Background Preparation

A *third* aspect of preparation for the professional home economics teacher that needs careful consideration and constant updating is that of specific course requirements for the potential home economics teacher. I believe study in the following areas is essential:

- If the curriculum is to be family-focused, the home economics teacher needs a strong background in the family in terms of structures, functions, roles, relationships, theories of family dynamics, impact of social change and of economics on the family and individuals.

  To further illustrate some directions I feel are needed regarding the preparation of teachers to help work with families, I refer you to the position statement[5] on families prepared by the Minnesota Council on Family Relations.
- Future-oriented concepts such as techniques for and implications of computer use, bioethics, energy/ecology, and implications of the aging population on our society and our profession.

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[3]Patricia Murphy, "Development of Self Forming Persons as the Valued End for Home Economics," in *Home Economics: A Definition* (AHEA, 1979).

[4]T. Elaine Staaland and Idelle M. Faushe, "What is Basic? A Rationale for Curriculum Decision Making," *Illinois Teacher*, XXII(5) (May/June 1979), 283-285.

[5]See reprint of this statement on page 115.

- Group dynamics and process skills to help the teacher in her/his varied roles as member and facilitator of groups.
- Techniques to meet the challenge of promoting or interpreting home economics to a variety of publics.
- Theory in self-concept formation to prepare the teacher to work effectively with students (and colleagues!) so that a constructive contribution is made to the development of their self-concepts. I would remind us that behavior is a manifestation of *self-concept*, skills, values and ability to make decisions.

The Teacher as a Person

A *fourth* aspect of teacher preparation relates to the growth of the teacher as a person. Experiences during those years spent in college are significant. When the prospective teacher is ready to "launch" her/his career, I would hope that academic preparation has included:

- Increased awareness and acceptance of self through education in assertiveness, personal power, stress management, and personal goal-setting.
- Conception of H.E. as a profession and the H.E. teacher as a professional. It is important that the aspiring teacher be able to distinguish between being a technician and a professional. In her reaction speech to the Brown-Paolucci paper, East said that a professional is a person whom others treat as a professional. If we know who we are, others will come to know, too. One tangible aspect of this means keeping up through continuing education and involvement in professional organizations. Are students being encouraged and challenged to do this?
- Willingness to ask: Can this be taught better by someone else? In her reaction paper Crabtree[6] reminded us that we cannot be all things to all people. She stated that we must learn to work in concert with other disciplines and professions. The home economist needs to be keenly aware of this and be able to communicate, cooperate, consult, and negotiate. It seems to me that if the home economics teacher has a clear definition of the profession and a rational process for making curriculum decisions s/he will be better equipped to do this.

I would like to sum up my concerns regarding these four areas of curriculum development, teaching methods, background preparation, and personal growth by asking these questions: Is the graduate of the undergraduate program sufficiently prepared to use a rationally defensible process in making curriculum decisions? Can s/he distinguish between that which is essential and that which is enrichment and know when each may be appropriate to teach so as to help students develop competencies in the work of the family? In other words, can s/he actually use the practical reasoning process? Is s/he committed to professional responsibilities as a home economist to help students identify and solve persistent, practical problems of home and family in a way that is meaningful and realistic to them? Is s/he an enthusiastic, well-organized person who cares about people? It is a big order. Can we afford to settle for less?

COMMUNICATION

A second essential major "lifesaver" for H.E. education is *communication* or what I call, eliminating the "ships passing in the night" syndrome. I believe we could chart a much smoother course if we would find ways to build a stronger network for communication and dialogue between home economists at the various educational settings within the area. In so doing, we could bridge some gaps by identifying needs that exist for each group. We only hear answers to the questions *we* ask; opportunity is needed to ask and listen. Ways to increase such communication are:

- Using more teacher education advisory groups comprised of local teachers, school administrators, and directors of vocational education.
- Finding ways to provide exposure of the H.E. education student to the teacher-of-the-year winners and their programs.
- Utilizing teachers and their programs as resources in the research and publications of college and university staff members.

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[6]Beverly Crabtree, "Comments on the Paper 'Home Economics: A Definition' by Brown and Paolucci," in *Home Economics: A Definition* (AHEA, 1979).

- Having more direct contact with the professional teachers' groups in the state such as ESAE, NAVHET, HEEA, HEED.
- Establish exchange programs for teachers (elementary, secondary, and adult levels) and college instructors for a quarter, semester, or a shorter length of time as resources for each other for a unit or class period. This is an exciting idea with much possibility as an eye-opener for all concerned!

In her reaction paper Crabtree[7] said that it is the responsibility of college and university programs to prepare quality graduates. To help do this she stated that input is needed from practitioners in the field. I would remind you that *we teach as we have been taught*. Programs and methods need constant examination. What is being *caught* by as well as taught to students as they spend 23,000 hours on board the "academic ship of teacher preparation"?

I believe it takes a combined effort by teacher educators and teachers working as a team as we sail the stormy seas on our "unhushable mission." It is not the *exclusive* responsibility of one or the other to maintain viable vocational home economics programs, K-adult. Recently someone said to me, "Home economics will cease to exist in our schools if we don't get our act together." The *we* here, I am convinced, means those at the college level and us out in the classroom. We need each other's help, not each other's criticism. Further, we need to focus on what we can do rather than worrying about what we cannot. We have no time to lose. As Macgrabi[8] said in her reaction paper, "I believe home economics is very near the cutting edge of action on the pressing problems of families and consumers in our society." WE in education most certainly sense this. WE can make an impact, a difference, in our students' lives. This will be done best if WE approach our task as a *team of professionals* working together in an educational setting toward the family-focused goals of our profession. •

[7] *Ibid.*

[8] Frances Macgrabi, "Comments on the Paper 'Home Economics: A Definition' by Brown and Paolucci," in *Home Economics: A Definition* (AHEA, 1979).

DRAMATIC EVENTS THAT SHAPED OUR LIVES

Isaac Asimov, an associate professor of biochemistry at Boston University School of Medicine, who has just written his 200th book, an autobiography, has listed the following as his choices of "dramatic events that shaped our lives." (Quoted from *Family Weekly*, September 17, 1979)

- the transistor
- television
- "freedom explosion" (i.e., empires changing to free nations)
- civil rights movement
- regionalism
- OPEC
- antibiotics
- tranquilizers
- organ transplants
- genetic engineering
- microcomputer
- women's movement
- hydrogen bomb
- Vietnam war
- Watergate
- China entering UN
- jet planes
- artificial satellites
- man on the moon
- unmanned space probes
- the elucidation of the double helix structure of DNA
- Great Blackout

What would *your* list look like?

A Position Statement on STRENGTHENING FAMILIES

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We believe that in every person there is potential for growth and change and that too often this potential is either unrecognized, untapped or under-utilized.

We further believe that one of the most significant forces for growth of and change in persons can be a supportive, nurturing group. Through interaction with persons that we trust, we are able to explore better ways of doing things.

And we believe that the family is a group that *more than any other group* determines the kind of people we are.

Therefore we recommend that persons, agencies, institutions, and governmental bodies consider the following as important steps toward strengthening families.

We recommend concerted efforts at local, state, and national levels toward meeting the basic needs of persons. Adequate food, shelter, and income are essential.

We recommend greater attention to the family's educating role. It is in the family that we experience love, tenderness, honesty, deceit, violence, private property, power, hierarchies, decision-making . . . indeed the whole range of human experience. As a result, education happens. Thus, we recommend that attention be given to relationship skills useful in the midst of family living. We further recommend attention to anticipatory learning that will aid persons in coping with predictable developmental stages through which persons and families move.

We recommend skill development, especially in areas research and practice have identified as either essential to and/or helpful in enhancing relationships, such as: communication, self-esteem, problem-solving, family resource management.

We recommend a more realistic view of the inevitability of change in families. Whether it is seen as "good" or "bad," change is, by definition, a time when predictability breaks down. Too little help has been given families in anticipating predictable changes or in skills useful for any disruption of routine. Furthermore, the values of stability and consistency have been raised to such levels of importance that sometimes any change has been seen as an indication of weakness.

We recommend that more attention be given to the conflict that sometimes occurs between individual and family needs. Too often, persons assume that you can't meet both within the family. To the contrary, we believe that the family can be a most significant group in fostering both *individual and family potential.*

We recommend that helping families to help themselves become the standard by which most efforts toward strengthening families should be measured. Unhealthy and unnecessary dependency on external experts should be avoided. To help families to help themselves would result, we believe, in their being able to offer more to each other and to other families. •

Looking for ideas to extend your time and energy?
Recommended reading:
"Tapping My Personal Energy," by Myrna A. Kappler in Journal of Extension, November/December, 1979, pages 6-9.

HOME ECONOMICS EDUCATION DEFINED:
FROM A STATE SUPERVISOR'S PERSPECTIVE

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Where does one start in peeling away the layers of a concept as complex and abstract as home economics? More specifically, where does a home economics educator daily caught up in a state agency administering both general and vocational home economics programs, K-Adult, start? Let me begin today by reacting to the Brown and Paolucci paper as well as drawing upon my own thoughts accumulated over the years. I shall then proceed to outline the peculiar forces at work within my state agency which pressure me to mold my definition in specific ways, and finally I will conclude with some thoughts for the future.

Let me emphasize from the outset that I am speaking only for myself, *one* supervisor working within *one* state education agency in Maryland. While the pressures I feel may not be universal or specific to any other state, I strongly suspect similarities can be seen.

REACTIONS TO THE PAPER

My overall reaction to the entire Brown-Paolucci paper and process of self-examination is positive. I applaud the committee who gave birth to the "idea" and stimulated all of us to study the definition and our own philosophies. Too often in our daily routines, we do not pause to examine issues in depth. This paper gave us the opportunity and starting point. Its primary purpose was to rekindle the search for defining home economics. I believe it accomplished its purpose. In Parts I and II of the paper, I was pleased to see home economics identified as a profession oriented toward providing a service or set of services for homes and families.

While the accreditation process is underway through AHEA to insure that education *for* the profession is supervised *within* the profession, I believe we are lacking the means for policing the members of the profession. Where is our code of ethics or ethical principles? What is our defined social end or mission?

To me, the real "meat" of the paper is found in Part III, "Home Economics As a Practical Science." Brown and Paolucci build a strong case for the mssion of home economics being "to enable families, both as individual units and generally as a social institution, to build and maintain systems of action which lead to maturing in individual self-formation and to enlightened, cooperative participation in the critique and formulation of social goals and means for accomplishing them."

How far are we in home economics education from this definition? My reaction is that we are far from realizing the total definition. We have traditionally deait with helping families cope and live the best lives possible under conditions existing in society. We have been, and are, concerned with the practical, daily events which impact on families. I believe this definition is asking us to go far beyond the traditional boundaries of home economics. It is asking us to stretch our vision.

Our recent thrusts into public policy formation at the national level have begun to move us into a sphere of influence where we, as home economists, have not been before. Certainly, the tenor of the times in which we live indicates individuals and families are more and more at the mercy of forces outside the home which dictate the way we live. Inflation and scarce resources are only two of the immediate problems facing our daily struggle to improve the quality of life.

I strongly agree with Talbot, Goodrich, and Richards that the concepts of both *home* and *family* are central to our beliefs about the importance of home economics. To me the most powerful statement in the Brown and Paolucci paper is: "The home and family are the primary workshop for the formation of self, and as such, for the formation of society." I suspect that all home economics educators must believe this statement or we wouldn't be in the business of

trying to educate people to improve their quality of home life. It is in the interpretation of what we should *do* in helping people to improve their homes and families that I see some fundamental questions for home economics education.

Talbot's forecast in 1902 that saw "home economics as a subject for developing, not mechanical or manual facility, not even hygienic habits, but the meaning of the physical, social, esthetic and spiritual condition of the home to the individual and to society at large" is in direct contradiction to what I see being taught in home economics education today. We do teach skills and hygienic habits. We also teach relationships, but I suspect it is the skills for which we are best prepared and feel most comfortable teaching.

How do we and *what* do we teach to help individuals direct the social and economic system rather than only cope with it? The paper, of course, does not propose to answer this question. If we, as home economics educators, accept this definition, we must struggle with the question.

I heartily agree that selecting and organizing specific practical questions according to general persistent problems facing the home and family would benefit home economics education. I often question in my own mind our assumptions in developing curriculum—all the way from how we know what units are important to criteria for selecting learning activities. Focusing on persistent problems rather than immediate, often shifting, problems would enable educators to draw from a broader knowledge base.

As I read the Brown and Paolucci definition, the role of the home economics teacher would be to teach the individual to achieve his or her full potential, to become self-actualizing and to gain control over his/her destiny, shaping its course rather than reacting and coping. What do we teach if we accept this definition? What would be the content emphasis in our programs? The concepts suggested as central to this proposed definition of home economics represent a drastic departure from the core concepts as outlined in the "bird book."[1] Action, practice, practical problem, practical reasoning, transformation, maturity, autonomy, responsibility, self-formation, society formation, idea, ideals, social character, home and family—with the exception of home and family, these concepts sound foreign to home economics education as we know it today.

PRESSURES AFFECTING ADMINISTRATION OF HOME ECONOMICS EDUCATION

What is the world of reality for home economics supervisors today?

What are the pressures supervisors at all levels are working under daily which shape decisions, directions, and definitions?

I propose that some of the most profound pressures are: (1) measurable accountability, (2) dwindling dollars (federal, state, and local) and increased responsibilities, (3) program expectations of parents, students, and communities, and (4) the impossible task of keeping abreast of new knowledge impacting our field of study.

Measurable Accountability

We live in an age of accountability. What are the specific pressures supervisors face in this area?

- Vocational Home Economics programs are administered under federal laws. We are currently legislated under the Vocational Education Amendments of 1976 (P.L. 94-482). Consumer and Homemaking Programs are described under Subpart 5 with categorical funding while Wage-Earning Programs are under Subpart 2. The federal law is specific in identifying program components and criteria. This is a "given" which supervisors at all levels must work with in developing, implementing, and evaluating programs.
- P.L. 94-482 mandates evaluation of all programs by 1982. Evaluation instruments must be devised which measure program effectiveness. Evaluation data in many cases has been missing from Consumer and Homemaking Programs. A follow-up of students after graduation has not generally been a formalized procedure as in other areas of

[1]*Concepts and Generalizations: Their Place in High School Home Economics Curriculum Development*, Report of a National Project (Washington, D.C.: American Home Economics Association, 1967).

vocational education. When we do follow up, what are the critical questions to ask of students and programs?

- State legislators are demanding graduation requirements stated as minimal competencies. What *are* the home economics competencies expected of students at all program levels? My state, like 36 others, has a mammoth project to identify minimal competencies in all subject areas. How can home economics be visible and vital in this process? How can we insure that our competencies are included in the minimal listing and that home economics teachers are seen as the most qualified persons to teach them? How can we insure that the competencies identified do not force our programs to focus only on trivial behaviors which are easy to identify and measure?
- What influence should the task analysis of homemaking have on programs? The skills identified are specific but limiting. If we adopt the skills they will be easier to measure but are they the important things to help improve the quality of life? Do these skills have any relationship to the Brown and Paolucci definition? If we don't adopt the task analysis approach, where do we get our competencies?
- Accountability for the federal dollar is increasing in pressure. How do we know the activities we planned and implemented were effective? How do we design research, curriculum projects, inservice activities to insure cost effectiveness? How do we communicate good stewardship of the federal dollar to our publics?

I live with these questions on a daily basis, and so do you if you supervise programs.

Dwindling Dollars and Increased Responsibilities

The cutback in federal aid to programs at all levels is affecting home economics programs in my state. Proposition 13 and similar initiatives around the country are forcing us to cut back services and staff. If we were already bare-bones which many of us are (I am the only home economics specialist in my state office), this means extinction of services in many areas. It means forgetting expanding program development to reach more clients. It means little or no money for research projects, curriculum development, inservice education. It means little or no change to meet the new societal thrusts which home economics must meet to remain viable into the 1980s.

The picture is bleak on the state level and bleaker still on the local level as a cutback in teachers due to declining enrollments and fewer funds is taking place. The outreach programs operated by the local education agency are often the first to go. Maintaining effort becomes a top priority rather than forging ahead with new initiatives.

Coupled with the cutback in dollars is the problem of increased responsibilities being added to supervisors at the state and local level. Subject areas are being added to the already heavy work load. Indeed, a real trend in Maryland is to replace the retiring home economics supervisor with a general vocational supervisor who has responsibility for all vocational areas. In Maryland, this is always a male and typically from a trades and industries background.

Program Expectations

Perceptions of home economics content are held by all our publics. Some of the more common stereotypes are:

- Content suitable and necessary for females
- Project oriented (Students will make something.)
- Content good for students not academically inclined
- Cognitive skills not necessary to succeed in subject
- Food preparation and clothing construction as major program emphasis

When the school principal, teachers, students, and parents hold these program expectations, change comes very slowly, if at all. These expectations often become a self-fulfilling prophecy and teachers teach what is expected rather than creatively approaching the needs of students.

Keeping Abreast of New Knowledge

Keeping up to date in a single subject area is increasingly difficult with our knowledge explosion today. Keeping up to date in all the areas typically taught in our programs is an impossibility. Yet, if we are to continue to bring the latest research knowledge to our courses, we must strive to find ways to update ourselves. A typical day in my office brings questions ranging from requests for a cake recipe to serve 300 to "what is the latest information on the

relationship between infant brain formation and diet of a pregnant adolescent?" Local supervisors are also besieged with a multitude of questions.

Curriculum development is an on-going process in every state. How can we be sure our curriculum reflects the most recent information? How can we select the most effective activities for meeting the objectives and achieving the competencies? How do we impart to students the skills for keeping themselves abreast of new information which will improve their quality of life? These questions could go on and on. These are the pressures we deal with everyday.

THOUGHTS FOR THE FUTURE

What are the implications to home economics education of accepting the Brown and Paolucci definition?

Let me raise some questions:

- How does the occupation of homemaking and the placement of home economics within vocational education funding and legislation fit with this definition? If we are not housed within vocational education, where do we fit? How are we funded?
- Would this definition simply expand upon what we are already doing in curriculum or would it change direction completely?
- If the definition were accepted within the profession, would it be difficult to re-educate our publics and their expectations?

Studying the Brown and Paolucci paper has had many positive outcomes for me and consequently home economics education in Maryland. It has helped me examine my own philosophical assumptions and affirm that the home and family are the primary workshop for the formation of self. Too often pressures cause us to forget the central core of what we are about in home economics education. Skills are important, not as ends in themselves, but rather for the end result of improving the self-concept of individuals, helping them develop to their full potential.

As a home economics supervisor, I'm willing to think deeply about this definition and the ramifications it might have for programs. Given the pressures of measurable accountability, dwindling dollars and increased responsibilities, program expectations of our publics, and the impossible task of keeping abreast of new knowledge, I urge careful study by all of us. I am intrigued and challenged by the task ahead. I'm stimulated professionally as never before. •

REVALUATIONS

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Vacations are to the worker opportunities not only for bodily recuperation, but also for orientation, and for getting a view of his work in its wider relations. With this fact in mind, I come to you during this vacation conference with a paper theoretical rather than practical, a study of the bearings upon life of the teachings of home economics.

As a text I take a sentence from Edward Carpenter's essay upon the *Art of Life*, "To create round oneself an external world which answers to the world within is indeed a great happiness and the fulness of life." These few words give a comprehensive statement of that which constitutes for each individual success in life. An inward conception or pattern is the necessary forerunner of every attainment, and success in life is measured by the amount of correspondence between the deed and its mental concept. The world within, or the inner life, which in every individual is calling for expression, is largely determined by natural endowment and is beyond his control. His value to the world depends upon the greatness of his inner life and upon his ability to reveal that life. His own happiness, on the other hand, depends upon his ability to give outward expression to the life which he has received, be that a great life or a little life.

Freedom requires: Health, Efficiency, and Opportunity

The ability to create for oneself an external world corresponding to the world within, or, to use Edward Carpenter's condensation, "self expression," depends upon freedom: (1) health or freedom from bodily imperfections and weaknesses, (2) efficiency, or freedom from unnecessary impediments, (3) opportunity, or freedom of choice.

Since the body is the necessary instrument for human expression, complete expression is possible only in perfect health. Death puts an end to expression. Ill health is partial or incipient death. A perfect body is necessary to complete expression. This must not be taken to mean that the perfect body has necessarily most to express. Philips Brooks once preached a sermon called the *Pattern in the Mount* upon the text, "See that thou make all things according to the pattern shewed to thee in the mount." In this sermon he represented an individual as meeting God upon the mount of inspiration and there receiving a pattern—not the pattern of an ideally perfect life but a pattern showing the possibilities of his attainment as an individual with all his own specific limitations. Taking a suggestion from this, we may say that every individual has his message for the world. One has a great message, another a small one. In either case, whether the message be given ill or well, whether it be given in part or as a whole, depends to a great degree upon the freedom of the individual from bodily infirmity. Some there are who through greatness of natural endowment are able, in spite of ill health, to do more for the world than others of lesser endowment in perfect health. The partial messages of such are indexes to the world of the magnitude of its loss through their bodily imperfections. A small part of a great message left unsaid may be a greater loss than all of a small message. On the other hand, some there are whose very silence speaks of loss. The child of poverty, born to bad air and insufficient food, may be carrying with him to the grave in his ill nourished brain a thought for which the world is longing. Good air, good food, might spare him his limitation and give to the world his thought. If he fail of expression the world is the loser as well as he.

Expression is further dependent upon efficiency or the ratio of useful work to the energy expended. This implies freedom from unnecessary impediments in the form of clothing and furniture. The body, not the clothing, is the instrument of expression. Clothing is useful only as a means of fitting the body to its environment and thus giving it its maximum efficiency. If

either in useful occupation or in amusement a particular article of clothing limits the efficiency of the body, it has not only failed of its mission but is worse than useless. Such an article of clothing would better be hung upon some pole which has no soul and is not striving for expression. As with clothing so with other material things with which we surround our bodies. They may enslave, they may emancipate. The article of furniture that costs more in money, time and room than it pays back in usefulness, enslaves. The article which in serving some useful purpose adds to the body more efficiency than it takes away in care, emancipates. In this connection we must not forget that we can by means of our possessions enslave our neighbors as well as ourselves. I cannot more effectually crush out my neighbor's hope of self-expression than by compelling him to slavishly create an article for my own enslavement. I cannot more effectually increase my neighbor's chance of happiness than by giving him an opportunity to express himself and his beauty sense upon an article for my own emancipation.

The article of furniture that costs more in money, time and room than it pays back in usefulness, enslaves.

The ability to lead one's own life is further dependent upon freedom from all the conventions which prescribe times and methods for accomplishing desired ends, freedom from the conventions which separate actions into proper and improper, fit and unfit, on some scale of social measurement without regard for the value of the action itself either as a necessary part of the world's work or as affecting the development of the individual. True self-expression implies a choice of work determined not by race, not by sex, not by social position, but by inborn fitness or unfitness. It implies freedom to lay hold of every opportunity for accomplishing that work and of every bit of the world's knowledge necessary as preparation for that work.

Freedom for expression then presupposes health, efficiency, and opportunity. Unfortunately, however, freedom for himself and others is not entirely at the command of the individual. No sharp distinction can be made between the freedom which the individual may control and that which he may not. He can thru cooperation with other individuals change social conditions and thus increase his own and others' freedom. He is therefore as an individual, thru his power to cooperate, partly responsible for all freedom. I speak today, however, only of the freedom for which he is immediately responsible.

For each individual there is, in spite of limitations from without, a certain possible maximum amount of freedom over which he alone has power. Whether he secures that maximum or not depends almost entirely upon his values, i.e., upon the clearness with which he sees in the order of their relative importance those things which have the power to affect his life. Bad values throw his quota of freedom below its possible maximum. Good values make it approach its maximum. Values to the individual are of course relative and are affected by individual circumstances. A piece of lace may or may not be of value to an individual. To one woman its possession may mean nothing but the gratification of a God-given desire for beauty, and so enrich rather than impoverish her life. To another woman its possession may mean hours of time over a bargain counter in an ill ventilated shop or the sacrifice of clothing actually needed for comfort or cleanliness. This second woman must put relative values upon the lace and that which she must sacrifice to possess it. If she chooses the lace she voluntarily enslaves herself, and her peculiar form of slavery is limited bodily efficiency. To one man the eating of sweetbreads may be simply the gratification of a legitimate taste and so entail no enslavement. To another man the eating of sweetbreads, when he can get proteids in a cheaper form, may involve the spending of money needed for books or travel. If he chooses to obey his lower rather than his higher instincts, he voluntarily becomes a slave, and the peculiar form of slavery which he brings upon himself is limited opportunity for education.

Progress comes when a man is sufficiently clear-headed to deduce from his own experience a correct conclusion in contradiction to the world's conclusions as expressed in custom, and is strong enough to institute for himself a new line of procedure.

In reckoning values one should not forget that there is sometimes a real value attached to the following of a custom even though the custom force upon us something in itself useless and even harmful. Danger arises, not from following the custom, but from confounding the value of the custom with the real value of the thing which the custom concerns. There is probably no habit more befogging to the intellect than the habit, more common among women than among men, of trying to see real values where no values exist. Let us be honest with ourselves. Let us say that we wear long sleeves, not for beauty, not for comfort, not for convenience, but because there is still for us a real value in conforming to the convention which allows us to wear elbow sleeves at evening parties when we should not be seriously inconvenienced if our arms were encased in splints, and which compels us to wear long sleeves when cooking, washing dishes, waiting on table, or working among dusty papers or books. The more clearly we see when value lies in custom only, the more speedily shall we free ourselves from the tyranny of useless conventions and traditions. In so far as a convention is the expression of the world's intelligent deduction from experience it deserves attention. Experience, however, is of the past; progress, of the present and of the future. Progress comes when a man is sufficiently clear-headed to deduce from his own experience a correct conclusion in contradiction to the world's conclusions as expressed in custom, and is strong enough to institute for himself a new line of procedure.

Time brings increasing knowledge and thus changes the relation of values. The woman who 40 years ago tied a ribbon around her baby's waist and fed the child unsterilized milk did not necessarily have bad values. The woman who today, in the light of the results of recent researches, sacrifices bacteriological cleanliness to ornamentation is in danger of making herself and her family slaves to her own bad values. The woman who today makes her own soap instead of taking advantage of machinery for its production enslaves herself to ignorance by limiting her time for study. The woman who shall insist upon carrying the home-making methods of today into the tomorrow will fail to lay hold of the possible quota of freedom which the future has in store for her.

Crises in the life of the individual may suddenly change values and call for swift revaluations in the cause of freedom. The bread winner of a family becomes sick and incapacitated for work. The home-maker's duties are multiplied by curtailed income and increased expenses and cares. In this crisis new values are created. Medical attendance, nursing comforts, and luxuries for the sick come to have values. His attendants require time for exercise in the open air to counteract the effect of long watches and to increase the chances for future usefulness. Thus a reduction of cares comes to have a new value. New values drive out old ones. Things that before had a value now have none. Happy the home-maker who at such a time makes such a revaluation as to cut off the things that are least essential to life and health, leaving the most essential. Happy if she can see that there are times when pieces torn from a clean old sheet have more value than damask napkins, happy if she can see that there are times when unironed clothes have more value than ironed ones. Happy if she can see that there are times when beautiful pictures and ornaments serve best their purpose when laid away from dust, even tho that means laid away from sight. Happy if when the crisis is past she can see that because of her quick, intelligent readjustment of values no unnecessary permanent limitation in the form of ill health has been laid upon any member of her household.

When we consider how values may be affected by individual circumstances, by custom, by time and by crises, we become almost bewildered in our search for good values and cry out after some continuing, unchanging standard. Then comes to us the thought of our text and when we realize that our greatest happiness lies in the creation of an outer world of accomplishment after the inner pattern of our aspirations, then does the human body, the sole instrument for this accomplishment, find its abiding, unchanging place at the head of our scale of values in material things. Then does the perfect body seem to have a greater value than the imperfect, not, as the Epicurean might say, because it is a more satisfactory instrument for the gratification of the lower animal instincts; not, as the savage ruler of one of our so-called civilized countries might say, because it is a better weapon for the destruction of its kind; but because it is the sole indispensable instrument for the outward expression of the inner life.

After we have placed the supreme value upon the body then we turn to the other material things with which life is complicated and try to give them their relative values. In doing this we find that material things fall naturally into three classes: first, those that man adopts for concealment; second, those that he adopts as tools; and third, those that he adopts for expression. This classification is made for convenience. It is not to be understood that a thing may not

fall into two or even all three of these classes at the same time.

Consideration of those material things which man adopts for concealment brings us to the subject of modesty, and it is the world's false ideas of modesty that have forced upon us a large part of our fictitious values and encumbered our lives with many of their inutilities. The world has strangely varying standards of modesty. It permits the display of a hand and wrist and forbids the display of an ankle and foot. It permits a woman to bathe upon a crowded beach and to go back and forth from bathing in a costume which would be most suitable for a laundress, but which it forbids to the laundress both while at work and in passing to and from her work. It sees decency where only degradation exists and indecency where purity abides. For the present we must enslave our bodies in obedience to its unreasoning dictates. Let us however beware of that which would befog the intellect while it enslaves the body. Let us keep our minds closed to the world's bad standards, forming for ourselves values that can stand the test of reason, trusting to time for an opportunity for their expression.

Any article of clothing must add to the body more strength and energy than it takes away or it has no value as a tool.

Good values in those material things which man adopts as tools follow a clear understanding of the body as a machine. Like all machines the body is an apparatus for receiving energy and applying it to work. Its ability thus to transmit energy through itself depends upon its strength. Its energy is received in the form of food and oxygen and is available for use when those two unite within it. As in all machines the output of energy is not equal to the income. Some energy is always lost upon the machine itself, in internal resistance. Available energy is the surplus of received energy over internal resistance. This is the energy which is used in expression. When the body takes a piece of clothing or a piece of furniture to itself as a tool, it makes an addition to its machinery. The addition however, increases internal resistance and its value will depend solely upon whether it adds more efficiency than it takes away or not. Clothing may increase efficiency by protecting the body from injury and by preventing undesirable waste of energy in the form of heat. It may decrease efficiency by reducing strength or by reducing available energy. It reduces strength when by weight or pressure it interferes with the digestion of nitrogenous food or when it inhibits motion and produces muscular degeneration. It reduces available energy by limiting the income of energy or increasing the amount of energy spent upon the machine. It limits income when by pressure or weight it interferes with the digestion of fuel foods, with the intake of oxygen or the meeting of the digested food and oxygen in the circulation. It increases internal resistance by weight and care. Any article of clothing must add to the body more strength and energy than it takes away or it has no value as a tool.

The body may add a piece of furniture to itself as a part of its machinery. A chest of drawers may add bodily efficiency by providing a place for the reception and systematic arrangement of possessions. It may offer internal resistance in the form of money, time and strength necessary to acquire it and in the care which its possession involves. Only when it adds to life more in serving some useful purpose than it takes away in time, money and strength, has it a value. We find then that the final value of an article of clothing or a piece of furniture is frequently determined by the amount of care that it requires. If a chest of drawers is plain, and its care takes, say one minute a day or six hours a year the advantage of its possession may clearly add up to more than the disadvantages. If because of ornamentation its care takes two minutes a day or twelve hours a year the balance may be thrown the other way and the sum of the disadvantages arising from its possession may foot up more than the advantages and the article may lose its value.

Here Micawber, that prolific source of illustrations, comes to our assistance. 'Annual income, twenty pounds; annual expenditure, nineteen, nineteen six, result happiness. Annual income, twenty pounds; annual expenditure, twenty pounds, naught and six, result misery. The blossom is blighted, the leaf is withered, the God of day goes down upon the dreary scene and in short you are forever floored, as I am.'

Of those material things which complicate our lives we may say: annual income of energy following upon their possession exceeding annual outgo in its complication of life; result, freedom. Annual income less than annual expenditure; result, slavery. The blossom is blighted, the leaf is withered, the God of day goes down upon the dreary scene and in short we are for-

ever floored, and there upon the floor we sit, slaves to our possessions. We can not take good, strong, free strides because our clothing interferes or because we are afraid of slipping on our polished floors, and so we adopt a slavish gait. We can not throw up our arms to express the joy of living because on them are the shackles of tight sleeves and around them in our rooms are articles of bric-a-brac that might be knocked down and broken. We can not enjoy the sun because we are afraid it will fade our carpets and so we acquire curtains to assist the carpets in limiting our freedom. After a long hot summer day we can not enjoy the refreshment of a gentle shower, but must rise and close our windows for fear the paper and curtains will be injured, and thus stifling heat by night aids exhausting toil by day to limit our bodily strength.

Only when our clothing, our homes and our furniture are planned with direct reference to the needs, the comfort, and the efficiency of the human body considered as the instrument for the expression of the inner life shall we be fully freed thru our mastery of our tools.

Material things may be adopted simply as the expression of the esthetic sense. As such however, they should be not the expression of some passing fancy or fashion, but the expression of that deep abiding desire for beauty that alone is capable of education. Years ago a man built a house to protect him from the elements. The house necessarily had walls. One day in happy leisure he created an object which was the expression of his beauty sense. He found that every time he looked upon that object the chord of beauty within him began to vibrate and so he looked about him for a place to put it where it might most frequently awaken sympathetic vibrations within him. Then he saw the walls of his house and realized that that was the place on which to put the material expression of his beauty sense. Upon the wall he hung it, and then looking from day to day upon that object, his sense of beauty grew with what it fed upon and finally the beauty sense outgrew the object, and refused to vibrate to it. Nevertheless the man neglected to take the object from the wall. That was the first fall. His neighbor coming in one day and knowing that the object no longer represented the beauty sense of the creator and seeing it still upon the wall had his intellect befuddled. He received an impression that the object was there to conceal the wall and looked about him for something with which to conceal his own wall. He went down to what corresponded in his day to the department store and there laid in an assortment of articles of greater or less intrinsic beauty. These he hung upon his walls and then was instituted the habit of covering up walls as if they were doing us evil and not good. And when the man had hung the articles upon his wall the dust from the chimney of the factory where the least beautiful were made, came in and covered all. He dusted, and when he had finished it was time to dust again, and while he was still occupied in dusting, he died without having found time for the outward expression of his own beauty sense.

A single article is often both a tool and the expression of beauty. It may be the tool and the expression of the same man or it may be the tool of one man and the expression of the esthetic sense of another. There is a beauty in utility and a utility in beauty. If a tool well serves the purpose for which it was created, it already has a certain beauty, and is worthy of being farther beautified. If it does not well serve its purpose, the more inconspicuous it is, the better. So long as dress refuses to take into consideration the needs of the human body it must not expect to arouse much enthusiasm for its beautifying. When it has so modified itself as to meet the requirements of a tool, i.e. so modified itself as to increase rather than decrease the body's available energy, then can it demand to be the expression of the most artistic souls.

We must not be afraid that the holding of adornment to the test of real beauty and the holding of tools to the test of utility would tend to make life stern and bare. The most uncompromising sweeping away of the useless and unbeautiful would leave to the world the beauties of nature, the sky, the trees, the flowers. The simplification of life and the reduction of cares would give greater leisure for the enjoyment of these beauties, and would also increase the beauty of the human body. Simplification of dress and of furniture would give greater opportunity for the beautifying of what remained. Above all, we should rid ourselves of that distraction of mind and confusion of values which now prevent our appreciation of the really beautiful.

Knowledge of physics and chemistry and biology is not enough however for the placing of good values upon those things with which an individual may enslave his neighbor. For that purpose there must be also knowledge of society.

The ability of the individual to put correct values upon concealments, tools and expressions of beauty, in the light of his individual need and of his relation to his fellow beings, presupposes knowledge. Good values as they affect himself are dependent upon scientific knowledge, upon knowledge of chemistry, of physics, of biology, as it may have a bearing upon hygiene. This fact we have recognized. Knowledge of physics and chemistry and biology is not enough however for the placing of good values upon those things with which an individual may enslave his neighbor. For that purpose there must be also knowledge of society. We are coming to recognize this. Our highest duties come from our powers as consumers. Take the homemaker for example. She is the greatest consumer and as such holds greatest power over the producer. It is not only her duty to spend her income for the best welfare of the family but also her duty to say that no article shall be produced for her consumption which has removed from the maker, thru unsanitary conditions of labor and thru insufficient pay, all hope of the freedom which comes from bodily health; that for her consumption there shall be produced no inutility which by forcing useless toil upon the maker has taken from him the hope of the freedom which comes from opportunity for useful labor. She holds it in her power to say that, for her, no article shall be made that necessitates child labor, that forces upon the young at a time when his values are not yet established, unnatural work that shall bring him to manhood enslaved to an undeveloped body and an undeveloped intellect. She holds it in her power to say that, for her, no human being shall do a slave's work when machinery is available for the work.

As a consumer of the direct labor of others the home-maker has a tremendous responsibility. There is being harbored in the home, however unwillingly, an institution which bears upon itself the unmistakable earmarks of slavery. As a class domestic helpers are the worst of slaves. I say as a class, and it is fair to class them in this respect for we have classed them in every other. We have chosen to segregate them and to consider their class interests and class duties. As a class, then, domestic helpers are the worst slaves. They are proved such by every test that is suggested for freedom. They are given the least desirable room in the house, tho they perform the most indispensable duties. Thus is health curtailed. Their lives are cluttered up with the care of inutilities. We encumber ourselves with useless articles with the excuse that their care falls upon the domestic helper. They have not the free choice of residence, and for them opportunities are restricted. They prove themselves to be slaves by accepting these conditions without continued and full voiced protest. We have drawn around this class a line and we have said, 'To this line you may come, but over it you may not pass. At least we shall not help you over.' If we say that we are forced into this and that we ourselves are slaves, we simply admit the need of farther study into social conditions. We need light as we place side by side the disadvantages of the institution and the value of the purposes for which we are perpetuating it.

Teachers of home economics hold in their power, to an almost alarming extent, the control of values.

I come now to the main contention of my paper. Teachers of home economics hold in their power, to an almost alarming extent, the control of values. Recognizing this, they should realize the responsibility which this power entails. They should keep in mind that the world needs the most complete expression of the life of each individual, the fullest exercise of his peculiar talent or talents. They should keep in mind that if the individual is to meet the world's demands he must have health, efficiency, opportunity. It should be the highest aim of teachers of home economics to help him to obtain the fullest measure of each. It is not minimizing the importance of their work to say that it should concern itself with the means, not the end, with the securing of freedom, and not the use of freedom. Accepting then, as their chief responsibility the securing to the world of freedom for expression, teachers of home economics should:

1. Encourage research concerning those things which most intimately concern the welfare of the individual, research in hygiene and sociology. If we admit that there are members of society unnecessarily enslaved to ill health, we admit the necessity for further researches into hygiene. If we admit that there are members of society who get freedom at the expense of the freedom of others, we admit the need of further study into social conditions

2. They should encourage the popularization of the results of such researches to the end that the world may make speedy, intelligent revaluations in the light of those results.

3. They should themselves, as far as possible, be examples of good valuations and prompt revaluations.

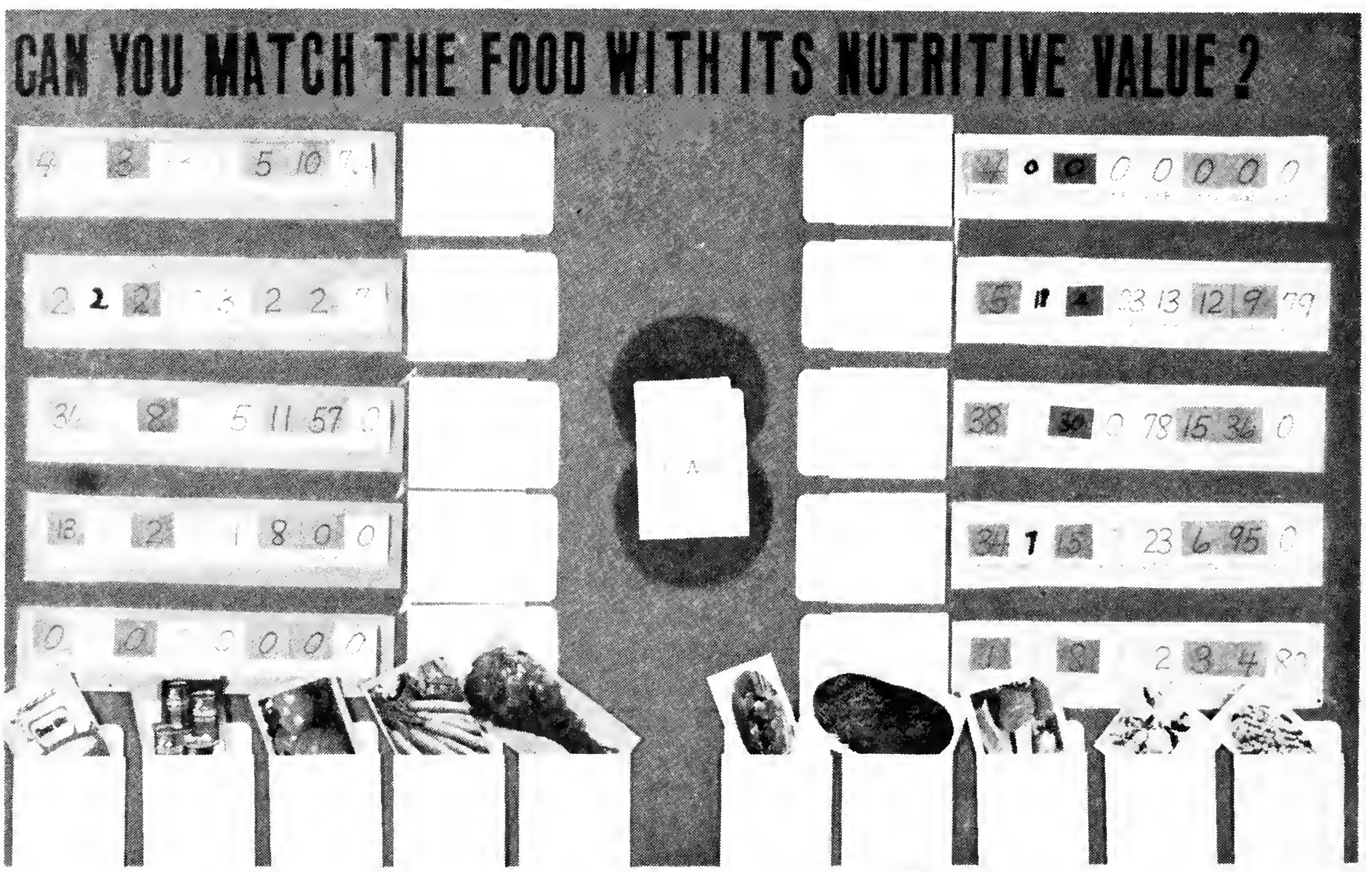
4. They should teach the technic without which it is frequently impossible to secure those things upon which we place our highest values.

To illustrate by the well worn topic of breadmaking, a lesson in bread making may be useful: (1) because it may be the means of giving dexterity which, if never used upon dough, will be useful upon some other material; (2) because the making of bread may be the expression of some lives; (3) because the ability to make bread may simplify some lives and release energy for self-expression; (4) because the lesson may be the means of giving such knowledge concerning the use of bread and the characteristics of good bread as shall enable some persons to simplify their lives and to increase the energy available for their own life work by ceasing to make bread.

The final test of the teaching of home economics is freedom.

The final test of the teaching of home economics is freedom. If we have unnecessarily complicated a single life by perpetuating useless conventions or by carrying the values of one age over into the next, just so far have we failed. If we have simplified one life and released in it energy for its own expression, just so far have we succeeded.

EDITOR'S NOTE: This article is reprinted with permission of the AHEA from the Proceedings of the Third Lake Placid Conference, 1901. My purpose is to remind us all of the great heritage we have in home economics. Hunt's words are still appropriate today.



The above poster, prepared by **Martha Wenzel**, graduate student in a nutrition education workshop at the University of Illinois, is a self-teaching device to teach some aspects of the principle: Foods vary in their nutrient values. The percent of RDA in each row matches one of the ten foods in the pockets below. Answers are provided for self checking.

THE NATIONAL NUTRITION EDUCATION CONFERENCE

Washington, D.C. — September 27-28, 1979

Sponsored by: U.S. Department of HEW
U.S. Department of Agriculture
U.S. Office of Science and Technology Polic
U.S. Executive Office of the President
U.S. Federal Trade Committee
The Society for Nutrition Education

Assisted by: Fogarty International Center, National Institute of Health

Your editor was privileged to be in attendance at this conference and to prepare this report to share with readers.

The invitational National Nutrition Education Conference was preceded by the work of four Task Forces who prepared reports to be studied by those in attendance. Reactions of the group will be considered as the Task Forces revise their reports to final form for the Proceedings which will be available from the U.S. Government Printing Office. These Task Force reports dealt with nutrition education for (1) pregnant women, children and adolescents, (2) the general public, (3) low income populations and the elderly, and (4) persons with diet-related diseases.

At the opening plenary session, Johanna Dwyer of Tufts New England Medical Center, Conference Chairperson, introduced a series of speakers that included representatives from the highest levels of government: Secretary Patricia Harris of DHEW, Secretary Bob Bergland of Agriculture, Director Donald Frederickson of the National Institutes of Health, and Julius Richmond, Surgeon General.

The audience also heard a status report on "Dietary Guidelines for American Consumers" by George Bray, former HEW Nutrition Coordinator, and Mark Hegsted, Director of USDA's Human Nutrition Center.

After the "nourishment break" the session continued with presentations on "The Food System in the 1980's," "Demographics in the 1980's," and "Communications and Education in the 1980's."

The afternoon session and the following morning session were devoted to work groups discussing the four Task Force reports, and the final plenary session summarized these discussions. Closing remarks were given by the President's Special Assistant for Consumer Affairs, Esther Peterson.

The following information from the American Society for Clinical Nutrition was a part of Dr. Bray's presentation.

ASCN wishes to stress that in the analysis of diet and disease one should consider:

1. the kinds of evidence relating the nutrient in question to a disease,
2. the quality and strength of the data favoring this relationship, and
3. the risks and benefits of reducing the intake of a given dietary nutrient.

ASCN supports the following statements in regard to various aspects of diet:

Cholesterol

1. Dietary cholesterol modestly increases plasma cholesterol.
2. Plasma cholesterol has a strong positive and independent association with the risk of developing atherosclerotic disease.
3. There is no evidence that low-cholesterol diets are harmful, or that dietary cholesterol is an essential nutrient.

Saturated Fats

1. Dietary sources of saturated fats are generally higher in cholesterol.
2. Increasing saturated fats in the diet generally increases plasma cholesterol.
3. Vegetarians on average have lower cholesterol than non-vegetarians.

Sugar

1. There is no independent association of sugar with heart disease.
2. There is no epidemiological evidence that high sugar intake leads to diabetes mellitus.
3. Glucose tolerance is better in populations with high sugar intake.

4. Adiposity is a major determinant in glucose intolerance and non-insulin dependent diabetes mellitus.
5. Sucrose intake is associated with an increased prevalence of dental caries.

Obesity

1. Excess calories from any source—protein, fat or carbohydrate—necessarily leads to obesity.
2. Obesity is associated with heart attacks, high blood pressure, diabetes mellitus, and gall bladder disease, but the obesity is sometimes not an independent risk factor.

Alcohol

1. Cirrhosis of the liver is seven times more common in alcoholics than non-drinkers.
2. The relationship between alcohol and coronary artery disease is unclear.

Salt

1. Hypertension tends to cluster in families.
2. As much as 17.4 g/d of sodium choloride will not induce hypertension in normotensive individuals.
3. The sodium ion is an essential nutrient.
4. Salt intake in the Western world exceeds the minimum by 10 to 40 fold.
5. Reduction in salt intake to 3 g/d offers the likelihood of benefit to roughly one-sixth of the population who are at risk for hypertension.

A nine-member panel of ASCN evaluating nutrients as the cause of disease seemed most in agreement on a relation between (1) alcohol and cirrhosis and (2) sugar and dental caries. There was also considerable agreement (58-74% of the panel) on

salt and hypertension
cholesterol and saturated fat and heart disease
overweight and disease

There was less agreement (11-13%) on sugar as a cause of heart disease or diabetes and on alcohol as a cause of heart disease.

The Panel made some mild recommendations regarding the American Diet:

1. It is better to be of normal weight than overweight.
2. It is better to eat less salt, if you are from a family with high blood pressure, or are otherwise at risk.
3. It is better to drink less alcohol.
4. It would be better for most Americans to eat less food containing saturated fats and cholesterol.
5. It is better to eat more complex carbohydrates and less sugar.

The presentation on "Demographics of the 1980's" delivered by Maurice Moore (for Myer Zitter of the Bureau of the Census) pointed out some trends in population that might be expected: (1) large and rapid changes in the birth rate, (2) the maturing of the "baby boom," (3) changes in patterns of marriage, divorce, and family formation, (4) the women's movement and the composition of the labor force, and (5) changing lifestyles and more single person households.

He projected that the 1980 United States population will total 222 milion, a 9% increase over 1970, the lowest percentage increase of any decade in our history except that of the Great Depression. The population is distributing itself away from, rather than toward, the largest cities, the size of households is decreasing, the age structure is changing, and the educational attainment is increasing. The labor force participation of men is declining slightly, primarily because of earlier retirement, and of women is increasing. By 1980 we will have a younger labor force with a higher percentage of females. One sixth of all births in 1977 were illegitimate and the number is rising. Non-family households (singles living alone or unrelated persons living together) may constitute one third of the total by 1990. At present nearly 17 million persons are living alone.

The increase in eating away from home may mean lessened attention to the dietary habits of the young.

The general recommendations of the Conference, which will be defined and revised for the Proceedings, dealt with ten areas.

1. Need for a New Orientation for Nutrition Education
2. Nutrition Messages
3. Nutrition Curricula
4. Objectives for Nutrition Education
5. Training of Providers
6. Use of Different Settings
7. Use of Mass Media
8. Adequate Monitoring of Quality and Safety of Foods
9. Evaluation of Nutrition Education
10. Research in Nutrition Education

In a future *Illinois Teacher* we hope to present these recommendations in final form and suggest some teaching techniques to help in their implementation.

☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆

A new USDA publication distributed at the National Nutrition Education Conference, titled *Food*, is a departure from the usual ones in several ways. It is "slick" and colorful, has a magazine format, and the food photographs are beautiful. Half of its 64 pages are recipes of nutritious dishes focusing on the four food groups, and the other half is an easily read text, well illustrated, titled "The Hassle-free Guide to a Better Diet." It includes *five* food groups (the fifth is fats, sweets and alcohol), explains what is meant by a serving and mentions a few nutrients contained in each group. Suggestions for "calorie counters" are offered, and questions are answered about sugar, fat, salt, and fiber. There are sections on breakfasts—quick, high or low calorie, low cost—and on snacking. Nutrition labeling is mentioned briefly.

This should be a valuable resource for teaching foods and nutrition even though most of it is not really new.

It can be ordered from the Superintendent of Documents, U.S. Government Printing Office for $3.25.

☆

"HIDDEN NUTRITION":

A CONCEPT AND A TEACHING TECHNIQUE

Hazel Taylor Spitze

Since food preferences have such an influence on nutrition status, it behooves us to try to *use* them, rather than fight them, to improve dietary intake.

In the home and in the school cafeteria where one of our chief aims is to have people eat a diet for optimum health, it is easy to add nutrition without the "customer" knowing that his/her favorite foods have been changed. Where food is sold for profit, it is not as likely that the effort will be made, but as more is required in terms of nutritional labeling in food service establishments, they, too, may become interested.

I have, over the years when my children were growing up, found it an interesting exercise to see how nutritious I could make the dishes my children and husband liked best. My chili-loving son never knew that he was getting extra vitamin A in the carrot juice I had added to my recipe, and when he noticed grated carrots in the baked beans, he ate them anyway! Some school lunch cooks have thickened their chili with pureed beans when children complained that it had too many beans, and they loved it.

Pancakes and waffles, usually liked by everyone, offer great possibilities for hidden nutrition. I have added extra dry milk or eggs as the need suggested, or nuts, wheat germ, "textured vegetable protein" (soybean product), or fruit. (If it's iron I needed, the fruit was often pureed prunes, banana flakes, berries, or dried apricots.)

Soups and casseroles are not as generally liked, but there are usually a few acceptable ones, and they too can "hide" nutrition. I like to study the favorite recipes and experiment with changes that add those nutrients most often short in American diets, especially iron, calcium, Vitamin A, and Vitamin C. For calcium it is easy to add a cheese sauce.

Sandwiches can also contain these nutrients in extra amounts if cooks are ingenious enough to add extra dry milk to the cheese spread, or mashed bananas and raisins to the peanut butter, carrot juice to the "sloppy joes," pureed broccoli to the ham spread, or simply to try a new sandwich like grated carrots and peanuts in a mayonnaise type filling, or mashed beans and pickle relish. The kind of bread used will be important in the nutritive value of sandwiches, of course. Homemade breads, both yeast and quick breads, offer limitless possibilities.

I have even made a sweet that was acceptable to the "kids" by mixing equal parts of peanut butter and wheat germ and forming balls or cubes which I dipped in chocolate or rolled in nuts or coconut. Or, if in a hurry I just added chocolate syrup to the mixture. They also liked dates or prunes stuffed with pecans, whole wheat cereal flakes stuck together with melted marshmallows or chocolate, and chocolate pudding that had extra amounts of dry milk or beaten egg added before cooking.

I've added wheat germ to devilled eggs and salmon salad, beaten eggs and pureed vegetables to sauces, fruits to ice cream (sometimes in the blender), and all sorts of things to meat loaf and croquettes. Red raspberries add vitamin C to apple sauce and make a nice dessert. I have even fortified my mashed potatoes with double strength milk (made with dry milk added to fresh whole milk) and soaked dry beans in tomato and/or carrot juice instead of water before cooking.

The "trick" was to take something the children liked, identify a food rich in the needed nutrient, and find an acceptable way to combine them. Not all my experiments were successes, of course. When I added ground liver to the hamburgers, they noticed; but some people might not if amounts are small. It takes only 1½ oz. of beef liver to provide enough riboflavin for the day and it also has 455% of the Vitamin A, 20% of the iron and several other nutrients in significant amounts—all for just 100 calories. Likewise just ½ cup of chopped broccoli supplies 50% of the Vitamin A we need for the day, 90% of the Vitamin C, 4% of the iron, and even 5% of the calcium (rare among vegetables), so a little added to the tossed salad can make a difference in the supply of these and the other nutrients it contains.

A TEACHING TECHNIQUE: SIMULATION OF A FOOD TECHNOLOGY LAB

Teachers can (1) stress the importance of nutrition, (2) increase awareness of those nutrients most often short in American diets, (3) provide opportunities for developing food preparation skills, and (4) encourage critical thinking and creativity by presenting students with a challenge such as the following simulation.

"This week you are going to be laboratory technicians in an experimental foods research program and, at the same time, master chefs. You are going to develop a new recipe.

"The manager of the lab has given you the following rules to follow in your assignment:

1. You must be willing to eat what you prepare.
2. An exact account of the cost must be presented with your recipe.
3. It must be something you would expect the majority of customers in a food service establishment to like.
4. It must be more nutritious than the usual version of that dish.
5. You must present a chart showing the nutritive value of one serving of your dish as a % of the USRDA and the caloric value. (Chart provided, see page 132.) Show how it is different from the nutritive value of the usual recipe.
6. It must not require any equipment or ingredients not readily available to most homemakers.
7. You will prepare only enough to give everyone in the class a taste and they will serve as the "taste panel" to report to the manager on their recommendation concerning the manufacture of your recipe. (See chart, below, for taste panel report form.)

TASTE PANEL REPORT

	Excellent						Unacceptable
Appearance	1	2	3	4	5	6	7
Comment or description							
Flavor							
Comment or description							
Texture (or tenderness)							
Comment or description							
Other							
Specify ________________							

I'd buy it ____Yes ____No I'd eat it if served ____Yes ____No

I'd recommend that it be made available for sale ____Yes ____No

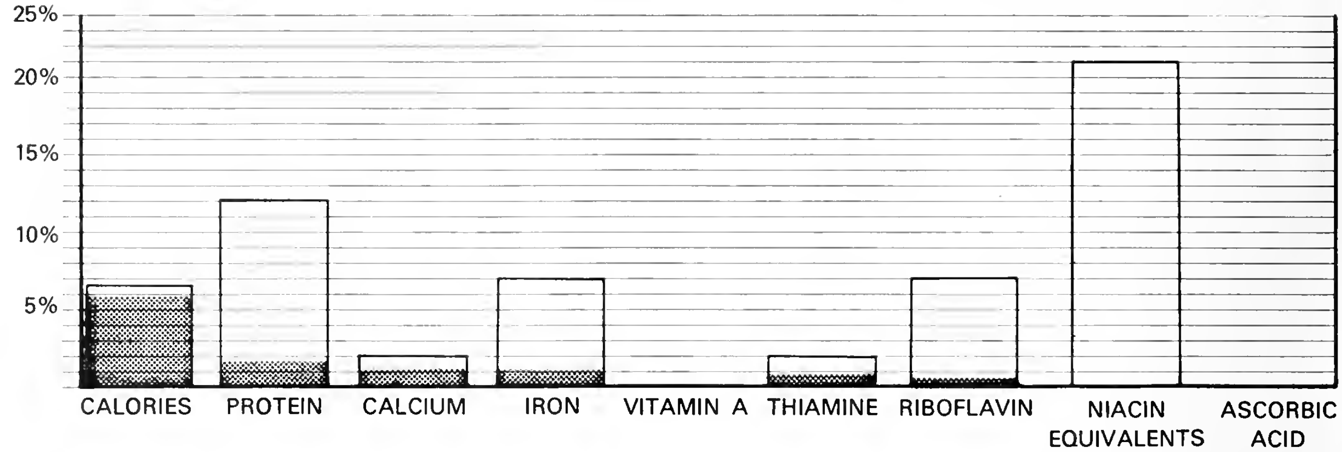
I'd recommend that it be served in the school cafeteria ____Yes ____No

"This project the manager has planned is called 'Hidden Nutrition.' The purpose is to improve the health of the people through better diet, but she's not trying to change what people eat. She only wants to make what they like to eat more nutritious by hiding extra nutrients in their favorite foods.

"Today I'm going to demonstrate some examples of this idea and then you may think about it, look through recipe books and magazines, decide what you'd like to prepare, and make a market order of the ingredients you'll need. I may have a few extra ingredients available for experimental purposes, too. Part of your thinking and planning will have to be based on your study of the amounts of different nutrients in different foods, so you'll know which ingredients to add to make your recipe extra nutritious. This booklet, Nutrition Labeling: Tools for Its Use (see page 126 for details), is one that ought to be very helpful. There are others on the shelf.

"Since the nutrients most often short in American diets are iron, calcium, vitamin A, and vitamin C, the manager wants you to give special attention to adding these. Since overweight is a major problem in this country she also wants you to keep the calories low. And since most people are very worried about inflation and getting their bills paid, she wants you to keep the cost reasonable.

COOKIE A Comparison to Two Kinds
1, 3-INCH DIAMETER



CONTRIBUTION TO DAILY DIETARY ALLOWANCES

This chart shows the comparative nutritive value of a vanilla wafer (the dark bars) and a "cooky" of the same size and approximate caloric value made by combining 1 T. each of peanut butter and wheat germ with 1 t. chocolate sirup and (with *no* cooking) pressing into a cooky (the white bars). Refrigeration helps it keep its shape.

"After my demonstration I'll be glad to answer your questions, and while you are planning, I'll be here to help you find resources and assist in any way I can. The manager has appointed me as your consultant to the project."

The teacher can then serve a taste of dishes that demonstrate different ways to add hidden nutrition (see page 130) and have students fill out the tasting panel chart with recommendations. *AFTER* they have done so, s/he will reveal the contents of the recipe and how s/he altered the usual one to add to the nutrition. S/he will also show the nutritive charts for these foods and explain how the charts were prepared, as well as the cost computations.

Then the teacher could lead a discussion of how the health of those eating these more nutritious dishes might be improved, mentioning specific body functions and their relation to specific nutrients as well as the interrelationships of nutrients.

It might be desirable to spend three days on the total project—or even four if the simulation is extended further and the principal is invited in to be the "manager" of the project and the students present their foods and recommendations to him/her. This could be a chance to interpret home economics to this administrator and to stress the objectives of the simulation, especially the motivational aspects and the encouragement of thinking and creativity. If this is done, the cafeteria manager might also be invited and the recipes might actually get used there.

I would like to hear from teachers who try this simulation and to receive recipes developed by students, reactions from administrators, and results, if any, in school cafeterias. Perhaps some of the new recipes will be given a name, such as Paul's (or Paula's) Stew, and make a student famous in your school! •

NUTRIENTS AND BODY FUNCTIONS:
A TEACHING TECHNIQUE

Carolyn J. Smith
Extension Home Economist
Phoenix, Arizona

If people of any age understand that what they eat affects their health, appearance, abilities, etc., they begin to want to learn more about nutrition and how to choose an adequate diet. The activity described below may help increase interest and make more enjoyable the learning of some of these relationships.

The *objectives* of the lesson in which the activity is used may be:

(1) to increase understanding of some specific body functions which each of 12 nutrients serves
(2) to show that nutrients interact with each other in serving body functions
(3) to motivate further interest in the study of nutrition

The *content* of the lesson is the principles given in the key showing relationships of nutrients and body functions.

The *technique* requires a board (see photo below) and a set of cards bearing the names of the 12 nutrients shown. There should be as many sets of 12 as necessary for each student to have 6 (i.e., if there are 20 students in the class there should be a "deck" of 120 cards or 10 for each of the 12 nutrients shown on the chart on page 134).

Procedure: Shuffle the cards and deal each student 6. The objective of the game is to get rid of the cards you were dealt.

In turn each student or player may put one card on the board, matching the nutrient on the card with a body function on the board which that nutrient serves. The teacher or a designated student (or team of two or three) serves as judge of correct placement using the key on pages 134-136.

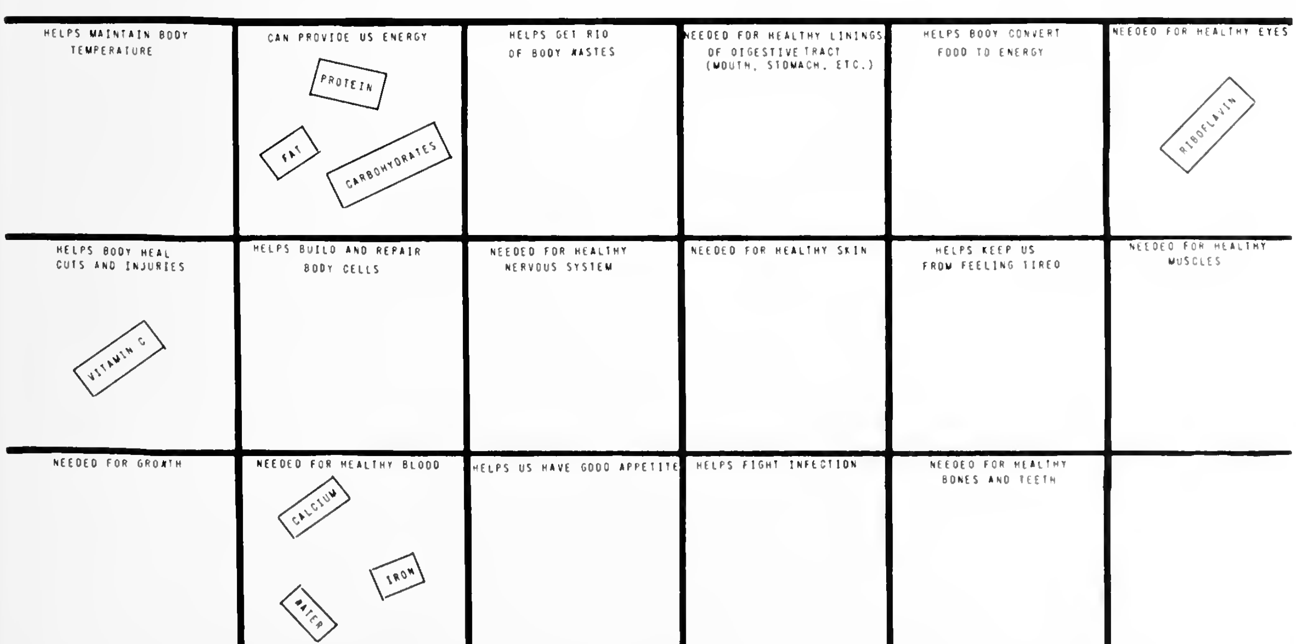
If another player thinks a placement is incorrect, s/he may challenge it. If judge determines it is incorrect, the card is returned from the board to the player and the challenger can also give that player one of his/her cards. If it is correct, the player leaves it on the board and gives one of his/her cards to the challenger.

If a placement is incorrect and there is no challenge by another player, it is the judge's responsibility to indicate the error and return the card from the board to the player who made the error.

Play continues until someone gets all of his/her cards on the board.

The teacher can point out, as nutrients are placed on the board, that some of them serve several functions and that each function may require several nutrients, by asking questions about what conclusions students can draw by observing the board. S/he should also stress that nutrients cannot act alone. (For example, iron is utilized better by the body if Vitamin C is present at the same time.)

BODY FUNCTIONS & NUTRIENTS



The teacher might also stimulate interest in further learning by asking what questions the students have and what they would like to learn next about how they are affected by what they eat or do not eat.

Reinforcement of the learning from the game might be achieved by having students fill out the chart below. Answers can be checked by the Key used in the game.

WHAT NUTRIENTS CAN DO FOR THE BODY

Directions: Place an X in each square where the nutrient affects that body function. Hint: you'll need over 50 X's.

Body Functions	Water	Fat	Carbohydrate	Protein	Calcium	Iron	Vit. A	Thiamine	Riboflavin	Niacin	Vit. C	Zinc
1. Needed for healthy muscles												
2. Needed for healthy blood												
3. Help body heal cuts and injuries												
4. Helps body convert food to energy												
5. Helps build and repair body cells												
6. Helps fight infection												
7. Helps us have good appetite												
8. Helps keep us from feeling tired												
9. Needed for healthy eyes												
10. Needed for healthy skin												
11. Needed for healthy linings of digestive tract (mouth, stomach, etc.)												
12. Needed for growth												
13. Needed for healthy bones and teeth												
14. Helps get rid of body wastes												
15. Needed for healthy nervous system												
16. Can provide us energy												
17. Helps maintain body temperature												

Key prepared by
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Assistant Professor
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Key

Needed for healthy muscles

water: Needed for the functioning of all cells.
Essential for cell structure; medium in which all of the chemical reactions of cell metabolism take place.

protein: Essential for structure and function.
Amino acids supplied by protein are the building blocks for structural and enzymatic proteins.

calcium: Essential for contraction.
Involved in neurotransmissions and contractions.

iron: Essential for muscles to receive oxygen.
Structural component of myoglobin and hemoglobin.

thiamin: Beriberi—muscle wasting and pain.
Explanation—*unknown*, may be secondary effect.

Needed for healthy blood

water: Major component of blood.
Essential for transport of blood cells and metabolites (nutrients)

fat:	Essential for moving many nutrients around body. Essential for transport of all fat-soluble molecules.
protein:	Many protein molecules in blood. e.g., transport proteins—albumins immunity, globulins, red blood cells; lipoproteins
calcium:	Blood level of calcium regulates many nervous and cellular functions. Most precisely regulated substance in the body. For healthy red blood cells. Hemoglobin—oxygen transport. Helps body heal cuts and injuries.

Helps body heal cuts and injuries

protein:	Forms blood clots and repairs tissues. Forms corrective tissue, new cell proteins and fibrin
calcium:	Required for blood clotting.
vitamin A:	Required to form new tissue. Involved in formation of corrective tissue—mechanism unknown.
vitamin C:	Required to form new tissue. Essential for synthesis of corrective tissue.
zinc:	Required to form new tissue. Essential for protein synthesis and formation of new cells.

Helps body convert food to energy

protein:	Required to form digestive enzymes. Essential precursor for all enzymes.
iron:	Essential to supply oxygen which combines with food to release energy from food.
thiamin:	Required for release of energy from food.
riboflavin:	Required for release of energy from food.
niacin:	Required for release of energy from food. These are essential for the function of the TCA cycle and respiratory chain.
zinc:	Essential for digestive enzymes.

Helps build and repair body cells

water:	Essential for cell structure and function.
fat:	Essential for all membrane. Fat, essential fatty acids and cholesterol are components of the cell wall.
protein:	Essential for all structure and function. Cell structure, enzymes, and protein synthesis.
zinc:	Essential to form new cells. Required for DNA to be functional and for protein synthesis.

Helps fight infection

protein:	Required for immunity. Antibodies are proteins; white blood cells contain proteins.
vitamin A:	Required for immunity. Mechanism *unknown*, maintains delicate membranes nose, eyes.
vitamin C:	May help fight colds. Required for function of white blood cells.

Helps us have good appetite

fat:	Helps us feel full. Satiation effect.
carbohydrate:	Carbohydrate in blood controls hunger. High blood glucose reduces hunger, low blood glucose induces hunger.
zinc:	Required for sense of taste.

Helps keep us from feeling tired

water:	Dehydration will produce tired feeling. Water essential to maintain electrolytes for membrane transport and nerve function and also to transport nutrients to cells.

carbohydrate:	The brain needs carbohydrates for energy. Brain prefers glucose as fuel.
iron:	Required to supply oxygen to cells. Component of hemoglobin.

Needed for healthy eyes

protein:	Required for development and maintenance of the cells of the eyes.
vitamin A:	Essential compound for eyes to sense light. Major component of visual cycle.
riboflavin:	Required for normal vision. Integrity of cornea, and sensitivity to light.
vitamin C:	Required for development and maintenance of the cells of the eyes.

Needed for healthy skin

fat:	*Dietary deficiency* causes dry, scaly skin. Dermatitis occurs with deficiency of essential fatty acids.
protein:	*Dietary deficiencies* will cause poor skin cell development.
vitamin A:	*Dietary deficiencies* will cause dermatitis.
riboflavin:	*Dietary deficiencies* will cause dermatitis.
niacin:	*Deitary deficiencies* will cause dermatitis, pellagra.
zinc:	*Dietary deficiencies* will result in poor skin development.

Needed for healthy linings for digestive tract

protein:	Required for cell development. Protein synthesis.
vitamin A:	Required for epithelial tissues.

Needed for Growth

By definition, all essential nutrients are required for growth. (Carbohydrates are made in body.)

Needed for healthy bones and teeth

protein:	Required for the development of all cells and tissues.
calcium:	Major mineral of bones and teeth.
vitamin C:	Essential for development of the structure of bones and teeth and the tissues which support them. Essential for synthesis of collagen.
zinc:	Essential for synthesis of all tissue. Essential for protein synthesis.

Helps get rid of body wastes

water:	Carrier for removing wastes from body. (Urine, feces, and sweat)
iron:	Required to remove carbon dioxide. Component of hemoglobin.

Needed for healthy nervous system

fat:	Nerves are protected by a coating derived from fat.
protein:	Essential for all cells.
calcium:	Essential for nerve "firing" or electrical impulse. Neurotransmitter.
thiamin:	Deitary deficiency effects nervous system, beriberi. Mechanism *unknown.*

Can provide us energy

Fat, carbohydrate and protein

Helps maintain body temperature

water:	Regulates temperature by evaporation (sweating) and by its unique ability to take up and release heat with little change in temperature.

NUTRITION CONCEPTS FOR A COMPREHENSIVE CURRICULUM*

A. Nutrients are essential to life and health.

1. Nutrients are chemical substances which are needed but either cannot be made or made in sufficient quantity by the body; nutrients are drawn from the environment.
2. The biological requirement for, and the obtaining of nutrient elements is a continuous process throughout the life cycle.
3. While the need for nutrients is lifelong, the relative amounts and proportions of nutrients needed are influenced by age, sex, body size, physical activity, specific conditions of growth, physical activity, specific conditions of growth, physical condition, state of health, and other individual variations.
4. Varying amounts, proportions and combinations of nutrients are found in plant and animal sources which serve as food from the environment.
5. Individuals can meet appropriate nutrient-intake needs by the judicious selection of foods derived from plants and animals.
6. Nutrients as body constituents are distributed throughout the body, concentrated or stored in varying amounts over time, and may be withdrawn from tissues for use.
7. Nutrient supplies for immediate use and reserves or stores need to be replenished on a regular basis in order to maintain normal body function and to prevent health impairment. Failure to consume adequate amounts of any essential nutrient with sufficient frequency will result in the physiological and/or mental dysfunction of the individual.
8. Nutrient excesses, greater than needed for immediate use and limited concentration or storage, are of no special nutritional benefit. In some cases, nutrient excesses actually may be harmful.
9. During critical periods of growth and development, pregnancy, lactation, and recovery from illness or trauma, the body is more sensitive to inadequate nutrition, with the increased probability of biological disadvantage as a result.
10. Identification and amounts of nutrients needed are determined by scientists whose findings provide the basis for recommended dietary allowances. These recommended dietary allowances are revised from time to time according to the latest research findings.

B. Food serves biological, psychological, social and cultural needs.

1. Food can provide the nutrients to meet the biological needs of the healthy individual.
2. No one type of food found in nature contains appropriate amounts and combinations of nutrients to meet the total nutritional needs. In general, a diet selected to include a variety of food choices is most likely to meet nutritional needs.
3. The way a food is handled influences the amount of nutrients in the food, its safety, appearance, flavor and cost. Handling means everything that happens to food while it is grown, processed, stored, and prepared for eating.
4. Non-nutritive fiber in food is valuable to the function and health of the gastrointestinal tract.
5. With skills, knowledge, and appropriate motivation and experience, individuals can select many different diets which meet biological, psychological, social and cultural needs, given adequate economic and ecological opportunities.
6. While foods have given nutrient values, their nutritional benefit is best described in

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Using COMPARISON CARDS to DISCOVER the Food Groups

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Being *told* about the Basic Four Food Groups can be boring and meaningless to students, but if they *discover* the pattern for themselves and understand how it came to be recommended, they may find it exciting and useful. One way to help them to discover it is the following activity.

1. Select the 27 comparison cards listed below* and cover up the names of the foods with paper and paper clips. Number the papers on each card large enough for students to see from their seats.
2. Place these cards in a place the students can see, e.g., hang them from a clothesline across the front of the room, set each card on two hooks in a peg board, or set them on the ledge of a chalk board. Be sure they are mixed up so similar ones are not together.
3. Explain to the students that each card represents a food item and that each bar represents a nutrient or calories. If the bar goes to the top of the card, it represents 1/3 the U.S. RDA of the nutrient or calories needed. Note that each nutrient is represented by a different color and call attention to what they are.
4. Note that some foods have similar nutrient values and some are different as shown by the colored bars. Ask the students to divide the cards into five groups similar in their nutritive content. Indicate how many there are in each group. (2 groups have 6 and 3 groups have 5). Do *not* mention the name of any group or the idea of Basic 4 food groups.
5. After the students have divided the cards, ask them why they put each one in that group. What were the likenesses? The differences?
6. Take the numbered papers off each group of comparison cards, one group at a time. Ask what foods are represented in each group? Students should discover one group of meats, eggs, and legumes, one group of milk and milk products, one group of fruits and vegetables,

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*Use 27 Comparison Cards (from National Dairy Council, 6300 N. River Road, Rosemont, IL 60018)

green beans	cheddar cheese	fried chicken	gelatin dessert	rice
banana	macaroni and cheese	meat patty	jelly	corn flakes
green peas	milk	pork chop	French dressing	whole wheat bread
tomato	skim milk	fried perch	soft drink	sugar cookies
grapefruit	yogurt	hard cooked egg	coffee with cream and sugar	frankfurter or hamburger roll
greens	cottage cheese			

(The above shows the "correct groupings)

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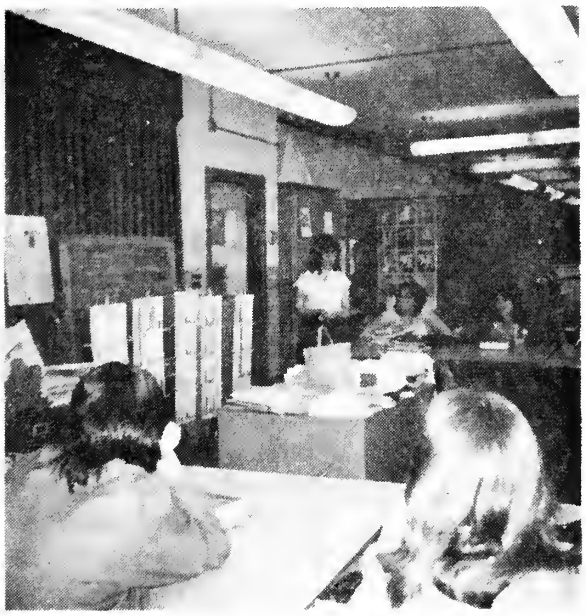
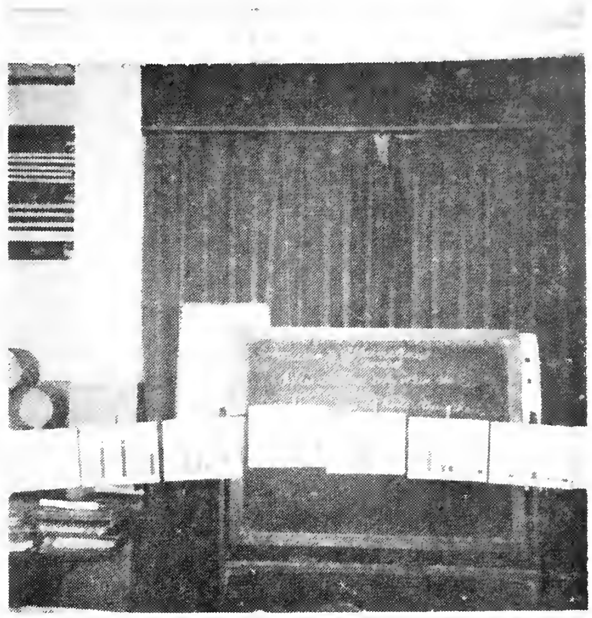
terms of how they contribute to meeting the total nutrient needs of the individual with specific food consumption patterns.

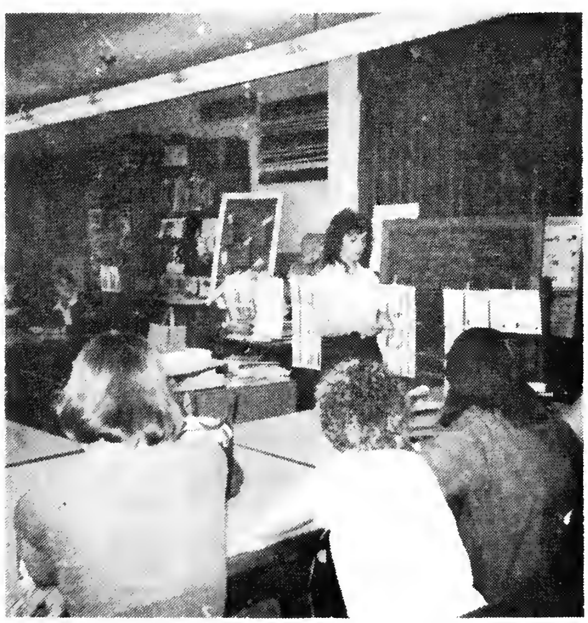
7. Foods included in a diet constitute a nutritionally valuable food pattern when they are selected within given periods of time to supply a balanced array of nutrients in appropriate quantities. While certain food patterns are conducive to good health, food patterns are just one of the many "inputs" to health and will not (in and of themselves) assure good health.
8. It may be desirable to adjust (reduce or increase) consumption of certain classes of foods with special nutritional properties at certain stages of life in order to promote long-term health and survival.
9. The energy value of one's diet and energy expenditure should be balanced to maintain normal body weight, or to modify over- or underweight toward a more normal weight, thus reducing risks of associated health disorders.
10. Foods play an important role in the physical and psychological health of a society or a nation just as it does for the individual, the family, or living unit. •

one group of breads and cereals, and one group that is mostly empty calorie foods.
7. The students can see now why the Basic Four is a guideline to good eating habits. They can see that each group has special nutrients in significant amounts and which ones are missing if there is not enough variety in the diet.

The next lesson could then show variations *within* groups and point out some cautions about overdependence upon the Basic Four as a guide.







The purpose of teaching is to inspire the desire for learning. The teacher who knows all the answers is not always the one who knows the right questions to ask.

—Sydney J. Harris

NUTRITION— PEER EDUCATION PROJECT

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Nutrition is an important concern for all people in our society today. Parents discuss junk food, legislators pass laws requiring nutrition education, hundreds of articles are written by professionals and laymen concerning nutrition topics, and millions of dollars are spent each year by food companies to convince us to buy their products.

As teachers concerned with teaching nutrition, we find ourselves in a huge dilemma. How do we evaluate all of the available information for accuracy? How do we determine what concepts are most important to teach and what techniques can we use to get our T.V.-oriented young people concerned about the importance of nutrition? What follows is an account of a project in Illinois to help young people become aware of the importance of good nutrition.

This project began as a result of experience with the Peer Education project, sponsored by the March of Dimes, called *Healthy Babies—Choice or Chance.* An evaluation of this project seemed to indicate (1) that students need more knowledge about nutrition, especially the teenage girls who may have children at a very early age, and (2) that students who are carefully selected, well prepared, and supervised by a knowledgeable adult can successfully teach their peers. Thus, in 1978 the Illinois State Association of FHA/HERO[1] decided to explore the possibility of organizing a State Nutrition Peer Education Team. As the project began to evolve, several concerns surfaced:

1. What goals and objectives should the project have?
2. Who would be willing to supervise the project?
3. For how long should the project operate?
4. What criteria would be used in the selection of the Nutrition Peer Educators?
5. How would the Nutrition Peer Educator receive training?
6. How would the project be evaluated?
7. How could the project be funded?

The first committee meeting of the project developers was held at Lyons Township High School in September, 1978. The committee included representatives from the Illinois State Council on Nutrition, Illinois State Board of Education/Division of Adult, Vocational and Technical Education staff, FHA/HERO state sponsor and executive secretary, two FHA/HERO state officers and their sponsors. During the meeting, the following goals and objectives of the project were developed:

1. To provide today's youth with an understanding of food and its relationship to the body,
2. To stimulate interest in eating a well-balanced diet,
3. To provide youth with accurate up-to-date information on nutrition, and
4. To help youth evaluate nutritional information.

The committee decided there would be 22 Peer Educators representing all of the ISBE[2] regions, and the following criteria would be used by the teachers as they selected the Peer Educator from their school:

1. The student must have taken a course in foods and nutrition and have shown a high level of interest or ability in nutrition,
2. The student should have above average academic ability,

[1]Future Homemakers of America-Home Economics Related Occupations youth organization.
[2]Illinois State Board of Education

3. The student should have the potential of becoming a leader in nutrition in his/her area,
4. The student is an active member of FHA/HERO,
5. The student would make a commitment to serve as a Peer Educator for two years and present at least three programs during the first year,
6. The student would be able to attend all training meetings, and
7. The student would have a teacher-sponsor who is interested in nutrition education and who is willing to devote the time and energy necessary in working with Peer Educator.

After one year of operation, it has been found that where these criteria were carefully followed, the Peer Educator has done extremely well with the project. In most of the cases where the student has dropped out of the project, the major reason seems to revolve around the student's inability to establish a high priority for the project or the student's inability to teach others.

Preparation of the Peer Education Team is extremely important if the project is to be effective. The program for the Illinois Peer Educators was based on a workshop held on weekends in which resource people with expertise in teaching the field of nutrition and public relations techniques presented materials. Since the teacher-sponsors also attend these workshops, they gain new insight into the field of nutrition. During the September, 1979, workshop the Peer Educators gave presentations which they had developed and used during the previous year. These presentations gave the other Peer Educators new techniques and ideas which they could incorporate into their presentations. These presentations served as an informal evaluation of what the Peer Educators have learned and are able to do in teaching nutrition to their peers. These presentations included the following techniques and teaching aids: puppet shows, slide shows, original stories, games, and discussions accompanied by material on the overhead projector.

Although most Peer Educators have developed programs for their peers, others have developed programs which they have presented to pre-schoolers, elementary school children, members of community organizations and senior citizens. Other Peer Educators have appeared on radio and at the state-wide conferences on nutrition. Many Peer Educators have given presentations to their school board concerning foods available in the school. It is estimated that the Peer Educators have given approximately 100 programs to more than 5,000 people.

Funding for the Nutrition Peer Education project is provided by the Illinois State Council on Nutrition, the local FHA/HERO chapter and the students themselves. The funds from the Council pay for all expenses involved in the weekend workshops and travel for sponsor and chairperson to give reports to the Council meeting. The local FHA/HERO chapter helps the Peer Educators with securing materials for presentations, travel to presentations, and the students usually purchase their own uniforms. The state association has supplied name badges.

The securing of funds from the Illinois State Council on Nutrition was an interesting learning experience for several of the Peer Educators. In September, 1978, two state officers under my supervision prepared a document to present to the Council for funding. Before the presentation the students met with Representative Peter Peters of the Illinois Legislature, Chairman of the Council, to discuss the project and concerns the Council might have about the project. The students then presented the project to the entire Council. Following an excellent presentation by the *students*, funding was granted for two, and possibly three, years.
The Council is composed of physicians, dietitians, nutritionists, ISBE staff, legislators, school food service managers, university instructors, and lay people having an interest in nutrition. The Council also agreed to share with the students their expertise; and the student chairperson and assistant chairperson under the supervision of their adult coordinator will present periodical progress reports on the project.

The Nutrition Peer Education Team has used many techniques for publicizing their activities. However the most interesting was the trip they made to the State Capitol to visit their legislators. Their host, Representative Peter Peters, also arranged for them to meet with Governor Thompson. From these experiences several of the Peer Educators expressed such ideas as "My legislator was really interested in *me* and what I had to say about nutrition." During the National FHA meeting in Washington, D.C., several of the Peer Educators had an opportunity to discuss nutrition as well as vocational education with their Congresspersons.

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Teens Balance Food & Activity for Successful Weight Control

In a weight conscious society it is not surprising to find that teenagers would like to be thin, too. It seems obvious, however, from the increasing numbers of fat students in schools that most teenagers do not know how to go about dieting with any kind of lasting success. In response to student concerns and also with the knowledge that obesity affects our physical and emotional well being, we developed programs for use in the schools to help overweight students set and achieve reasonable weight control goals.

One such program in S.N.A.P., the Select Nutrition Activity Program, introduced in three junior high schools in St. Paul, Minnesota. This interdisciplinary program involves the home economics and physical education departments as well as school health facilities. It gives overweight students credit for a trimester class designed to help them modify their behavior to help them produce better health both now and in the future. The program helps the overweight student look at his/her problem in terms of nutritional needs, level of activity, and feelings, both about self as an overweight person and life in general.

The self concept of overweight teenagers is usually quite low, a factor which reduces motivation for change. Therefore, any successful weight control program must address itself to this aspect of the problem as well as the more usual areas of exercise and nutrition.

The S.N.A.P. program is designed for the special needs of the overweight teenager which are quite different from those of an adult. Teenagers need to understand that weight control for them may not mean actual weight loss. Their bodies are growing rapidly and therefore a realistic goal for them may be simply maintaining present weight or decreasing the rate of gain. Crash diets producing rapid weight loss may dangerously interfere with a teenager's growth. The real measure of success is fat loss, not weight loss.

An individual body analysis at the beginning and end of the weight control program gives the students a chance to observe changes in body proportions over time. The amount of fat at the triceps is measured using a skinfold caliper. In addition, height, weight, and circumference measurements at the waist, hips, and thighs are monitored. Changes in these measurements are some of the indicators used to determine success of the weight control program.

Mayer's work at Harvard demonstrated that the problem for many overweight teenagers is not overeating. Often their caloric intake is the same as their slimmer counterparts. Their activity level, however, is much lower. Huenemann found that the teenagers she studied in California spent only 5% of their time in anything resembling real activity. The other 95% was spent sleeping or in very light activity. A moderate increase in the amount of time spent in vigorous activity can make an important difference in caloric expenditure.

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Where do we go from here? During the 1979/80 school year each Nutrition Peer Educator will establish a local Nutrition Peer Education Team. Preparation of the team will be done by members of the local advisory committee, teacher-sponsor and State Nutrition Peer Educator. The formation of local teams will allow the Nutrition Peer Educator to reach more people. When possible, the Nutrition Peer Educator will begin working with other groups in the community concerned with nutrition, such as the Heart Association, Dairy Council, health educators, consumer education teachers, and food service managers. Attempts will also be made to work with the school administration to provide nutritious food for the students. Various kinds of evaluation devices will be used by the Nutrition Peer Educators to determine whether they are having any effect in helping their peers become aware of the importance of good nutrition.

This aspect of the project seems to be the most difficult to develop but will be the most important if the concept is to be used by others in teaching nutrition information to youth. •

An important part of the S.N.A.P. program is helping students learn to balance caloric intake and energy expenditure. *On the BEAM*, the curriculum which provided many ideas for S.N.A.P., introduces the student to a variety of vigorous activities, one or more of which it is hoped will become a part of his/her daily life. Participants receive materials describing and illustrating the various aerobic exercises, jogging, swimming, jumping rope, cycling, in addition to ideas for increasing activity levels in the course of their daily routine. The long term goal is an hour a day of vigorous activity which will expend a total of 300 calories.

The student learns to take his/her pulse before, during and after strenuous exercise and to keep a record of the results. S/he can then chart progress towards increased endurance and a lower heart rate. As with all sections of the curriculum, the student is encouraged to develop his/her own activity program based on individual activity preferences and needs.

Helping the student achieve and maintain good feelings during the weight control program is an important part of *On the BEAM.* Discussions, written materials, and record keeping help the student focus on strong points as an individual and find the things that make him/her feel good about her/himself.

Specific methods for dealing with anger, the "blues," and problems with parents and friends are discussed. Students are taught several relaxation techniques. These techniques are presented as alternative behaviors when stress and frustration bring on an overwhelming desire to raid the refrigerator. Each student develops a plan for positive action when faced with problems relating to his/her new patterns of eating and physical activity. S/he prepares for the reactions of family and friends and their well-meant urgings to "go ahead and splurge." Armed with alternative behaviors, information and a realistic assessment of what s/he can achieve, the participant can expect good results in weight control efforts.

The *On the BEAM* section on food and nutrition encourages the participant to take a look at what s/he actually eats by keeping a log of when, what, and how much food s/he consumes each day. With this record, the student can consider ways to change eating habits to achieve a better balance of nutrients and keep caloric intake more in line with activity level. The program presents a positive approach to normal everyday eating which emphasizes foods that can and should be eaten, along with basic information on nutrients and calories. This type of education in food selection is a valuable foundation for modifying and improving the participant's diet both now and in adult life. To keep parties and eating out from ruining a student's resolve to limit high calorie foods, participants are given calorie counts for the most popular fast food items, as well as suggestions for making the best food choices at other special eating occasions. These suggestions include tactful ways to turn down an insistent hostess who urges dessert on a dieter. The student is reminded in large letters that "you don't have to eat everything on your plate!"

The S.N.A.P. program in the St. Paul Public Schools utilized the *On the BEAM* ideas in a highly successful way. Participants did control their weight as demonstrated by comparative skinfold tests; they demonstrated an increased knowledge of the principles of nutrition, displayed new enthusiasm for vigorous activity in addition to improved ability to perform exercises; and many participants improved markedly in self esteem.

The *On the BEAM* curriculum is available for use in other schools, and in-service training programs for teachers of home economics, health and physical education have been developed. Because of the interest that even normal weight teenagers express in their appearance, and because of the importance of nutrition and physical activity to lifelong good health, the ideas in *On the BEAM* are appropriate for all students.

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ISSUES ANALYSIS:
AN APPROACH FOR NUTRITION EDUCATION

As knowledge about nutrition has increased in amount and complexity, issues have emerged in areas where knowledge is incomplete, and where value systems and perspectives differ. Increasing public interest and concern regarding nutrition is evidenced by the 1977 publications of the *U.S. Dietary Goals* (and their 1978 revision), the number of states which have established or are considering food and nutrition policies, and legislative action regarding specific food programs at both national and state levels. The arena of public policy offers a stimulating instructional setting for nutrition education.

To help students gain an understanding of these conditions, and of nutrition in a context of this nature, an approach which goes beyond the learning of facts is required. Students need to develop a process by which differing views and positions can be developed, expressed, analyzed, evaluated, and discarded, adapted, or adopted.

What is an issue? In general, it is a point or question about which there is more than one view. Issues analysis involves consideration of the impact of making choices and taking action.

Issues analysis in education is an approach in which students are helped to develop tools for dealing with complex, multifaceted questions which involve a plurality of positions. As society grows more complex and interdependent, the occurrence of such questions increases; hence, it is increasingly important for present and future citizens to possess such tools.

Experience with issues analysis provides students with opportunities to develop skills in:

1. Communicating clearly and precisely,
2. Reasoning from facts to a position,
3. Locating information and evaluating it for accuracy and relevance,
4. Stating and defending a position,
5. Differentiating an arbitrary opinion from a reasoned position, and
6. Identifying, defining and clarifying values.

Motivation can be affected in two ways. Issues analysis provides a framework in which students have *felt needs for information.* To support or refute a position, students need information relevant to the position. Thus, information has an immediate use. Secondly, students deal with their own value systems and those they observe in the society. This personal involvement and incorporation of life outside the classroom stimulates interest.

Knowledge is an essential base for issues analysis. As issues are analyzed knowledge is broadened and enriched, and its relationship to affective elements becomes apparent.

Issues analysis is an appropriate approach for nutrition education because it allows students to experience interrelationships between nutrition and other areas of life. It provides a context in which nutrition knowledge gains meaning. It also provides a means for affective development regarding nutrition and food, an aspect of nutrition education often ignored.

THE APPROACH

Components of a general framework of issues analysis include:

1. definition of the issue,
2. identification of values associated with the issue,
3. analysis of alternative positions with regard to which values are supported and which values are violated and to what degree each value is advanced or compromised,
4. bringing evidence to bear on various positions related to the issue,
5. evaluation of evidence regarding its credibility and its relationship to identified values,
6. formulating a general position based on values identified and evidence considered,

7. identifying and evaluating emerging values, and
8. specifying conditions under which the position would be acceptable. (7, 13)

The order in which the above components are listed can be varied and some may be excluded; however, the issue usually needs to be identified and clarified before evidence can be identified. Formulation of a general position is based on the evidence and identified values, although other tentative positions may be formulated much earlier in the process.

The teacher's role is to engage students in dialogue by challenging a student's position, by posing hypothetical situations in which the student can apply the position and determine its location on a value continuum, and by probing the relevance, consistency, and clarity of the student's thinking with questions. Respect for student views must be maintained and communicated; at the same time, students must be confronted with the implications of their views.

The role of students is to engage in dialogue with the teacher and with other students regarding identified positions, to build appropriate evidence for and against identified positions, and to analyze various positions in relation to sets of values. The example below is followed by a list of other issues that might be used.

AN EXAMPLE

Teacher: (definition of the issue) Recently the Board of Education in an eastern state voted unanimously to ban the sale of candy, chewing gum, soft drinks and flavored ice bars in all public schools. In order to prevent loss of profits from the sale of such foods, a list of acceptable alternative foods was compiled which includes fruit juices, fresh fruits, raisins, peanuts, yogurt and canned soups. Reactions to the ruling have been mostly positive. Some negative reactions have occurred. What general values are involved in this action? (Identification of values associated with the issue).

Possible student responses:
General health of students
Freedom of choice
Dental health of students
Student rights
Consistency between what is taught in the classroom and what is practiced elsewhere in the school (These might be expressed in terms of less ultimate goals; e.g., having food that is nutritious available.)
Maintenance of school's economic resources

Teacher: What values are advanced by the action that was taken? (Analysis of positions with regard to which values are supported and which values are violated.)

Possible student responses:
General health of students
Dental health of students
Consistency between what is taught and what is practiced
Maintenance of school's economic resources

Teacher: What values are compromised by the action that was taken?

Possible student responses:
Freedom of choice
Student rights to choose what they eat, depending on choices desired

Teacher: What similarities and differences are apparent between the values advanced and compromised by the new action and those supported and compromised by the situation prior to action? Are there any other possible positions that might be taken considering all of the values identified?

Possible student responses:
The foods on the acceptable list could be introduced in additional vending machines, allowing availability of the foods that were banned.
All vending machines could be removed.

Teacher: What values would be advanced and what values would be compromised by bringing in additional vending machines?

Possible student responses on values advanced:
Freedom of choice
Students' rights to choose what they eat
Maintenance of school's economic resources

on values compromised:
The value of general health of students may or may not be compromised depending on choices that students make.
Dental health of students may be compromised depending on choices that students make.
Consistency between what is taught and what is practiced would be less than if only machines with approved foods were allowed.

Teacher: What values would be advanced and what values would be compromised if all vending machines were removed?

Possible student responses on values advanced:
Dental health of students
Consistency between what is taught and what is practiced
on values compromised:
Freedom of choice
Student rights
Maintenance of school's economic resources

NOTE: Here the teacher would want to help students see the shift in issue that this position precipitates. The issue becomes less a nutritional issue and focuses on student rights and economics.

Teacher: What groups of values seem to be advanced in relation to the alternative positions? What groups of values seem to be compromised?

Possible student responses: General health of students, dental health of students and practicing what is taught in the classroom seem to be furthered or compromised together. Freedom of choice and student rights seem to be advanced or compromised together. When one of these groups of values is furthered by a position, the other group is compromised. Maintenance of school's economic resources is advanced or compromised independently of the other groups of values.

Teacher: In what situations might each of these groups of values be more and less important?

Possible student responses: Some values might be less important when location of machines is different, e.g., in a store, in other kinds of public buildings. Under a different political system, freedom of choice and rights might not be as important as they are in our political system. If schools didn't need extra dollars, they might not be so concerned about economic resources.

Teacher: What evidence is there to support or refute each of the positions? (bringing evidence to bear on each of the positions) Here groups of students can be organized to find evidence related to each position and knowledge may be extended or developed. For example, what is wrong with students eating the banned food? What is better about the acceptable food? Why are vending machines located in some schools and not in others? Are there other means of acquiring economic resources for the school or is change in the need for the resources possible? Do students need the calories and the nutrients provided by the vending machine food? What other foods do students eat? At home? At school? What are the social costs of inadequate nutrition? Of obesity? Whose responsibility is it to minimize such social costs?

Some alternative positions and possible information regarding each position:

1. No action: leave present foods in present machines.
   a. Presently vending machines return $120/mo. profit to the school.
   b. In the last five years the profits have been used to purchase sports and music equipment including 10 cassette recorders, 3 microphones, 3 sets of baseball equipment, hockey sticks and gymnastics equipment.
   c. Incidence of tooth decay and obesity in the school does not appear to be higher than average for age groups of students.

2. Board action: replace soft drinks, flavored ice bars, candy and gum in school vending machines with raisins, nuts, yogurt, canned soup, fruit juice, fresh fruits.
   a. School survey indicates that many school children buy at least one item from present vending machines each day. This means that prior to board action students were regularly eating foods that have a high sugar content and high caloric value with little nutritional value.
   b. Snack food has been shown to replace foods eaten at meal time. Since meals tend to be more well planned than snacks, it is likely that the foods obtained from the machines are replacing other more nutritious foods in the student's diet.
   c. A local survey of student knowledge about nutrition and eating habits revealed that students have adequate knowledge to make wise choices, but do not use their knowledge as a basis for food choices.

3. Keep present vending machines with present foods and add vending machines with approved foods.

a. Adequate space exists for additional vending machines.
b. A student survey indicates negative attitudes toward removal of present foods available in vending machies.
c. It is unknown if additional vending machines would increase profits. An increase in profits would occur only if students purchased additional amounts of food.

4. Remove all vending machines containing food items.

a. The variety store across the street from the school sells candy and chewing gum. These items, as well as nuts and raisins, yogurt, fresh fruits and fruit juices in "ready to consume" form, are available in the grocery store one block away. Students are allowed to leave the school building during lunch time.
b. Litter from food packaging is presently a problem becuase it is not placed in trash containers but rather is strewn in the school halls.

Teacher: From a nutritional point of view, which informational items under each position are relevant and how can we assess their accuracy and their importance? (Evaluating relevance of evidence in relation to perspective from which the issue is being considered.)

Possible student responses:
Position #1: Informational item c is relevant
Position #2: Items a, b, and c are relevant
Position #3: Item b is relevant
Position #4: Item a is relevant

Teacher: How sure can we be that each relevant item is true? (Assessing the accuracy of evidence.)

Possible student responses:
Position #1: Item c is based on national statistics for school age children. An actual study of students in the school has not been carried out but could be done.
Position #2: Item a is the result of a school-wide survey in which all students were surveyed. However, it does not tell us how many or what proportion of the students buy snacks, or if the snacks are replacing other more nutritious foods in the diet. Item b is based on scientific research and is cited by many different sources. Item c came from the school-wide survey in which all students were surveyed. This survey was taken before the issue of the vending machines developed. Students wouldn't have any reason to hide their real eating habits.
Position #3: Item b resulted from a student council survey in which a container of questionnaires was attached to the wall by the vending machines. It is possible that only students who use the machines completed the survey. Those with strong feelings would be most likely to fill out the survey and bias results.
Position #4: Item a was direclty observed.

Teacher: From a nutritional point of view, which position seems most desirable? (Formulating a general position.)

Possible student responses: The action taken by the board (Position #2) because all of the evidence supporting that position was relevant to a nutritional point of view and the evidence had a high probability of accuracy. If students have vending machine foods available at school they are less likely to go to the variety store for less nutritious food items. Students still have freedom of choice because they do have access to the variety store. Since item c indicates that students don't tend to act on their knowledge, giving them a wider choice at school will likely make less contribution to their nutritional status than will Position #2.

Teacher: When would Position #2 be acceptable; when would it not be acceptable?

Possible student responses: Position #2 is acceptable when nutrition is a more important concern than the other values identified. It is more acceptable than Position #4 if economic support for school functions is also important and if other ways of providing that support don't exist. Position #2 is especially acceptable when students require the calories and nutrients in addition to other food sources. Position #2 is not acceptable when dental carries are an extreme problem in the student population. In this case, Position #2 would be preferable to Position #1 or #3 but Position #4 might be the most desirable.

NOTE: In this stage students must rely on knowledge thay have developed and on the connections between values and positions they have learned. As students give reasons why a position is acceptable under given conditions, the teacher has an opportunity to evaluate their cognitive and affective development.

Teacher: If we went back to assessing the relevance of informational items from a point of view other than nutrition, how would our decisions about relevance change? Would you come to a different conclusion about the positions? What other values could be appropriate bases for decision in this case? (Evaluating emerging values.)

NUTRITION ISSUES

A host of food and nutrition issues have emerged in the media, among nutrition professionals in the business world, and among consumers which would be appropriate for examination via the issues analysis approach. These include:

1. Relationship of heart disease and atherosclerosis to diet
2. Importance and role of fiber in diet
3. Relationship of dietary intake of cholesterol and cholesterol levels in blood
4. U.S. dietary goals
5. Organic vs. processed food
6. Food additives
7. Fad diets
8. Megadoses of micronutrients such as Vitamin C and Vitamin E
9. Synthetic and natural vitamins
10. Nutrition labeling
11. Role of government in nutrition policy
12. Risk/benefit of artificial sweeteners
13. Relationship of alcohol intake and obesity to health problems
14. Exposure of young children to food advertisements
15. Control of own diet by teens
16. Sugar coated cereals

Resources pretaining to a number of these issues as well as to the issues analysis approach are listed in the bibliography.

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THE POWER OF COLD WATER LAUNDERING: AN ENERGY SAVER

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The extent and depth of the energy crisis existing in the nation are being questioned by many individuals. Though the subject is of hot dispute, there are facets of the energy problem which cannot be ignored. Each of us has experienced (1) the energy shortages during the last several years and (2) the sharp rise of fuel prices. These two factors require the consumer to prepare for a transition from the intensive use of fossile fuel resources to the development of the conservation ethic, hopefully without lowering the standard of living. Shortage of energy resources is forcing the consumer to enact some changes in everyday routine, e.g., adjusting thermostats and laundering in cold or warm water.

Sometimes it is rather difficult for the individual to comprehend the impact s/he has in relation to the energy conservation scene. Conservation of any type may seem onerous to implement unless there is understanding of the role the individual plays as a consumer of energy and as a potential conservationist.

LAUNDERING PROCEDURES

Hot water laundering is expensive. For a home with an electric hot water heater, one laundry load with a hot wash and a warm rinse accounts for an energy consumption of 4.2 kilowatt hours (kWh) which represents over .3 gallons of fuel oil burned at the power plant. At 6 cents[1] per kWh it involves an average cost to the consumer of about 26 cents for one load of laundry using hot water wash and warm water rinse. If the water is heated with gas at $2.01 per thousand cubic feet,[1] the average cost of water heated for a similar load of laundry is 6.43 cents. (8) Rinsing in cold water can save up to one-third of the energy utilized in heating water for laundering. The recommendation for the use of cold water in laundering has been made by the Office of Energy Conservation since December 1973. (6)

In the 1977 edition of an educational laundry series published by a leading detergent manufacturer, two ideas relating to laundry procedures were presented which should be questioned at this point in time. The first is the lessened effectiveness of all detergents in water at 80 degrees F (27 degrees C) or below. (3) The second idea is that the colder the water, the more difficult it is to get clothes clean. The two ideas were supported by studies done by Galbraith (4) and Bubl (5), reported in 1960 and 1970. In 1974, an investigation undertaken by Consumer Union researchers, revealed the differences in cleanliness could only be detected by instruments when comparing cold water laundering with hot water laundering, i.e., such differences were not noticeable to the human eye (1:728). Another study conducted by Khan (7) comparing the cleaning efficiency of two laundering detergent formulations revealed that the cold water temperature (70 degrees F) was favored as opposed to hot water (140 degrees F) in determining soil removal, regardless of detergent type.

These findings indicate the importance of teachers remaining abreast of changes in laundry procedures as they conduct classes and in-service sessions. The following recommendations are presented for incorporation into laundry units.

Tips for Effective Energy Use

- Do only full loads but not overloads.
- Pre-soak heavily soiled clothing.
- Use cold water instead of hot. In the event of illness, use detergents with germicides or

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[1]Rates quoted were effective January 1979 in Lubbock, Texas.

bleach which substitite for the sanitizing effect of hot water. Hot water may decrease the survival of microorganisms, but it is not a bacteriostat.

- Conduct experiments. Experiment with cold water detergents currently marketed and local water supply to determine the best laundry results for that particular locale. Hard water might require softening and a greater amount of detergent than soft water.
- Clean lint filters. Both washers and dryers have lint filters which need to be cleaned after each load. The cleaning of filters maximizes the efficiency of the machines.
- Remove clothes from the dryer promptly after drying and be ready for the next load.
- Dry clothes in consecutive loads to utilize heat from the previous load or
- Use a clothesline.
- "Air Fluff" dry delicate fabrics. No heat is used in this cycle.

SUGGESTED CLASSROOM ACTIVITIES

The laundry unit will be more relevant to the students if the teacher will help them develop an awareness of the significance attached to changing laundry practices. The following are suggested activities to incorporate in a laundry unit.

ACTIVITY I: STAIN REMOVAL

OBJECTIVE: To compare the effectiveness of cold water laundry and hot water laundry for stain removal.

EQUIPMENT-SUPPLIES:

1/4 yd. 100% cotton flannelette (white)
1/4 yd. polyester/cotton blend fabric (white)
Buffer (dummy) fabric or garments to constitute an 8 lb. load
Pinking shears
1 tsp. mayonnaise
1/8 tsp. blood
1 crayon
1 egg (blended)
1 roll white paper towels
Cold water laundry detergent
Washer
Dryer

STEPS:

1. Cut each type of fabric into 4" x 4" swatches, using pinking shears to prevent raveling. Yield: 10 cotton swatches, 10 polyester/cotton blend swatches.
2. Label each swatch according to type of stain applied, water temperature to be used, and individuals or groups.
3. Apply the appropriate stain to the corresponding labeled swatch using the following amounts per swatch: 1/2 tsp. mayonnaise, 1/16 tsp. blood, 1/2 tsp. egg, and a firm crayon streak.

YIELD:

100% cotton swatches	Polyester/cotton blend swatches
1 unstained (control)	1 unstained (control)
1 mayonnaise stain	1 mayonnaise stain
1 blood stain	1 blood stain
1 egg stain	1 egg stain
1 crayon stain	1 crayon stain

4. Place stained and unstained fabric swatches in the buffer wash load (8 lbs.) and launder at the highest temperature setting. Prior to the agitation cycle, measure the temperature of water and record in the chart.
5. Upon completion of the cycle, remove laundry and place in dryer.
6. Upon completion of drying cycle remove laundry and place swatches on white paper towels.
7. Repeat steps 1 through 3.
8. Place stained fabrics in the buffer wash load (8 lbs.) and launder at the coldest temperature setting. Prior to the agitation cycle, measure the temperature of water and record on the chart.
9. Upon completion of cycles, remove laundry and place in dryer, using the same setting as in step 5.
10. Upon completion of drying cycle, remove laundry and place swatches on white paper towel.

EVALUATION:

Record on the chart, the results of the cleaning effectiveness of stain removal by scoring "3 for complete stain removal," "2 for some stain removal," and "1 for prominent stain remaining."

STAIN REMOVAL CHART

	HOT WASH _____ TEMPERATURE	COLD WASH _____ TEMPERATURE
FABRICS AND STAINS	POINTS SCORED	POINTS SCORED
100% cotton		
Mayonnaise		
Blood		
Crayon		
Egg		
TOTAL SCORE		
Polyester/cotton		
Mayonnaise		
Blood		
Egg		
Crayon		
TOTAL SCORE		

NOTE: This activity may be expanded by including a variety of stains encountered in a daily situation such as grass, grease, ink, etc. and by comparing fresh stains with aged stains. The process would involve treating the samples with each type of stain and aging 24 hours prior to laundering.

ACTIVITY II: WATER HEATING COST

OBJECTIVE: To calculate the weekly cost of heating water for laundering clothes using electricity as the source of heat.

STEPS:

1. Record each wash load laundered throughout the week.
2. Multiply the number of loads by 15, the average number of gallons of hot water required per load, to calculate the amount utilized in one week.
3. Calculate the energy required to heat this quantity of water using the following equation: ______ gallons x 2.45 watt-hours/gallon = ______watt-hour.
4. kWh can be calculated from the resulting watt-hour value by moving the decimal three places to the left.
5. Obtain the rate of electricity per kWh in the particular area by contacting the utility company, and estimate the cost of hot water laundering in one week: ______kWh x ______ cents/kWh = $______.

COST OF HEATING WATER

LAUNDRY LOAD	MULTIPLIER (gallons)	QUANTITY OF HOT WATER USED (gallons)	MULTIPLIER (watt-hours)	COST kWh x cents/kWh
	15		2.45	
	15		2.45	
	15		2.45	

NOTE: Frequencies of laundry loads could be determined at home and energy costs could be computed in the classroom.

ACTIVITY III: GRANULAR VS. LIQUID DETERGENT

OBJECTIVE: To compare the cleaning efficiency of granular and liquid detergent in cold water.

EQUIPMENT-SUPPLIES:

1/4 yd. 100% cotton broadcloth (white)
1/4 yd. polyester/cotton blend fabric (white)
Buffer (dummy) fabric or garments to constitute an 8 lb. load

Pinking shears
1 tsp. shortening
1 tsp. milk
1 tsp. moist dirt (mud)
1 lipstick
1 roll white paper towel
Granular detergent
Liquid detergent (same manufacturer)
Washer
Dryer

STEPS:

1. Cut each type of fabric into 4" x 4" swatches, using pinking shears to prevent raveling. Yield: 10 cotton broadcloth swatches, 10 polyester/cotton swatches.
2. Label each swatch according to type of stain applied, detergent, and individuals or groups.
3. Apply the appropriate stain to the corresponding labeled swatch using the following amounts per swatch: 1/2 tsp. shortening, 1/2 tsp. milk, 1/2 tsp. moist dirt, and a firm lipstick smear.

YIELD:

100% cotton swatches
1 unstained (control)
1 shortening stain
1 milk stain
1 dirt stain
1 lipstick stain

Polyester/cotton swatches
1 unstained (control)
1 shortening stain
1 milk stain
1 dirt stain
1 lipstick stain

4. Place stained and unstained fabric swatches in the buffer wash load (8 lbs.) with the granular detergent according to manufacturer's recommendation. Use the cold water machine setting.
5. Upon completion of cycles, remove laundry and place in dryer.
6. Upon completion of cycle, remove laundry and place swatches on white paper towel.
7. Repeat steps 1 through 4 using the liquid detergent.
8. Repeat steps 5 and 6.

EVALUATION:
Record on the chart, the results of the cleaning effectiveness of the granular vs. the liquid detergent with respect to stain removal by scoring "3 for complete stain removal," "2 for some stain remaining," and "1 for prominent stain."

STAIN REMOVAL CHART

FABRICS & STAINS	GRANULAR DETERGENT Points Scored	LIQUID DETERGENT Points Scored
100% cotton broadcloth		
Shortening		
Lipstick		
Milk		
Dirt		
TOTAL SCORE		
Polyester/cotton blend		
Shortening		
Lipstick		
Milk		
Dirt		
TOTAL SCORE		

CONCLUSION

Energy conservation, although not a new concept, is one that is eliciting considerable concern. Energy consumption data indicate that one-third of the energy in the United States is consumed by the household sector. Cleanliness, a value held in high esteem by the consumer, is a factor which causes four percent (4%) of total energy consumption in the home to be utilized in heating water for laundering. The residential use of energy for clothes drying accounts for approximately two percent (2%) of the total use of energy in the home. Consequently, this operation can be considered an important potential means of energy conservation (2).

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CONSUMER HOME ECONOMICS FOR INDUSTRIAL WORKERS:
A Pilot Project

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"Life isn't all strawberry ice cream and home baked cookies. It's a $500.00 charge account bill I can't pay, a job typing one-line cards which I hate, and a six-year-old child who no longer minds me. I can't even take a bath without being interrupted! I need help coping."

DUAL ROLES

A major shift in roles is occurring in our American families. Many mothers are taking on the role of economic provider as well as homemaker. Some men are taking on the role of homemaker as well as economic provider. A growing number of men and women are choosing to remain single and establish one-person households.

Many men and women in the United States are totally involved in two vocations: one as wage earner and one as consumer-homemaker. Individuals are faced with concerns and problems that were not evident a decade ago. Because of these evolutions in society, changes in home economics education are necessary and desirable. New efforts in Vocational Consumer Home Economics are required to prepare men and women to meet the demands of the dual roles.

People today are trained to operate a computer, yet cannot establish a personal budget; they can map out sales promotions but cannot plan meals to meet the nutritional needs of their bodies; they are unable to meet the daily demands of being a parent. They are frustrated and concerned with their inabilities to communicate with co-workers and family members.

Today 38 million women are working outside the home. According to the Labor Department data[1] collected in March, 1976, 49 percent of all mothers with children under 18 are in the

[1]Data published April 1978 by Colorado Labor Department (latest figures available).

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It is in the best interests of the nation to encourage greater use of cold water laundering. The Home Economics teacher can foster energy conservation through the classroom setting by incorporating a laundry procedure unit which deals with current and relevant information.

Clothing manufacturers provide labels on garments advocating the use of cold or warm water treatment. This practice helps. Indeed, the labels have probably done more to discourage hot water laundering than any other measure. By incorporating the activities outlined in this article, a stronger endeavor will be made to conserve the energy sources of our nation and to help the consumer cope with rising fuel costs.

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labor force. This compares with 9 percent in 1940, 27 percent in 1955, and 35 percent in 1965. Very few of these 38 million women or the fathers of their children have been trained for their dual roles. Employees today must be prepared to meet the demands placed on them because of the dual role of being a wage earner and a consumer homemaker.

PILOT PROGRAM

The Vocational Home Economics Section of the Colorado State Board for Community Colleges and Occupational Education has made funds available for the development of a model program which emphasizes the preparation of males and females for the dual roles of wage earner and consumer-homemaker. The program was designed for both men and women presently employed within industry. All employees, regardless of job classification or position, were eligible to enroll in the program.

The pilot program was conducted within two major Denver industries: the Gates Rubber Company and Blue Cross-Blue Shield of Colorado. These two companies were selected for three major reasons:

1. Heterogeneity among employees,
2. Management's awareness of employee needs for preparation for dual roles, and
3. Willingness to participate in and promote program.

As the world's sixth largest producer of manufactured rubber goods, Gates Rubber Company employs office workers, semi-skilled and skilled factory workers. Blue Cross-Blue Shield of Colorado employs 2000 people with the average employee being a 26-29-year-old single female office worker who is usually the head of the household. Both companies are very involved in employee training and are committed to providing educational services to their employees.

PROGRAM DEVELOPMENT

Advisory council meetings were formed with representatives of several Denver area companies. The council consisted of employment training and educational managers, Self-Help program coordinators, human resource managers, and a program director of the women's resource center of one industry.

The council assisted in assessing the needs of employees, publicizing the program and coordinating the class sessions within the industrial operation. The pilot program was developed to meet the specific needs of each group. These needs were considered in developing the following content areas for the class:

- Self-awareness/Positive self concepts
- Parenting
- Interpersonal and family relationships
- Career planning and decision making
- Communication skills
- Consumerism
- Foods and nutrition

INVOLVEMENT IS THE KEY

Many of the adult participants were apprehensive about enrolling in the course because they felt uneasy about taking tests, completing assignments and/or participating in class discussions. In the beginning, some were apprehensive about the instructor. How could a "professional educator" relate to the needs of people in their situations? The home economics instructor was Susan Koinzan Zander. Susan was able to relate to the students' needs from previous experience in the office of a large company and on an assembly line in a manufacturing plant and loading trucks in a warehouse.

Thirty adults participated in the pilot program, twenty-two in one class and eight in the other class which included one male student. The participants ranged in age from 19 to 55 years. Over 50 percent were divorced, single-parents, and head-of-households.

Instructors of adults often tend to rely on lectures and dismiss the fact that even adults learn best through experiential means. This pilot program was planned to avoid this problem and to allow the participants to learn through involvement.

The class was designed to be informal and action oriented. The course consisted of six weekly three-hour sessions, held after working hours in a conference room within the company plant.

Each session began with a snack of fruit juices and nutritious finger foods. A "roving library" was established to allow class members to check out books on a wide range of topics.

A variety of teaching aids and techniques was used including movies, filmstrips, handouts, chalkboard, charts, demonstrations, transparencies, tape recordings, games, role playing and group discussions.

Each session included interpersonal warm-up exercise to help the participants relax and to begin a communications process which carried through the three-hour class session. Sometimes the students were divided into groups of two or three to give them a chance to reflect on the past week with one another. They were asked to predict the coming week in terms of "my personal weather report." Has life been stormy and cloudy with a prediction of a tornado or sunny days ahead? What is causing the stormy weather? Is it my job, my family or lack of a social life? The students developed strategies designed to pinpoint problems and begin a process of evaluation and problem solving.

Nutritious Snack While Browsing Roving Library

"I felt somewhat confident when I started this class. Now I feel very positive about my career goals and my lifetime goals."

Family relationships were examined by constructing mobiles which included all family members placed according to the power structures within the family. Changes in position or power, a loss of spouse, addition of a child, change in occupation would tip the mobile off balance. Counter moves were planned to put the family back in balance. Parenting techniques and parenting ideals were often a part of the family problems. Parenting filmstrip, discipline techniques such as Parent Effectiveness Training[2] (P.E.T.) and family priority lists aided the student in evaluating individual parenting skills.

Many of the participants were individuals with very poor self-images. When asked to list ten positive qualities about themselves, they were unable to do so. After participating in self-discovery exercises such as analyzing figure-type; coordinating colors to enhance skin, hair and eyes; examining the changing roles of men and women in society; and completing social relationship rating scales, the self-images began to improve. Individual career goals changed as positive self-images emerged. Books were checked out of the roving library by participants who wanted a more in-depth analysis.

Each session included a foods and nutrition demonstration. A complete meal was served to the class each week. The menus were planned around the film series "Eat Right to Your Heart's Delight."[3] All meals contained nutritionally complete foods which were pleasing to the eye and palate and could be prepared at home within thirty minutes.

Class Session on Improving Personal Appearance

"It is important to me to look my best. I'm surprised that colors make such a difference."

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[2]Gordan, Thomas, *Parent Effectiveness Training* (New York: McKay, 1970).

[3]Polak, Jeanne, "Eat Right to Your Hearts Delight." Copyright 1976 by International Producers Services. Financed and sponsored by American Heart Association and Colorado Blue Cross and Blue Shield.

Taking Advantage of Resources

"I've become more aware of myself as a woman, mother, and head of the household."

Nutritious Meal Served to Class Participants

"My family has really noticed the difference in mealtime at home. Now I plan ahead and try new recipes. I'm enjoying cooking more because I'm organized."

RESULTS

Change is exciting! Each class participant developed three individual goals and a plan for accomplishing them. At the end of the class, self-evaluation and class evaluation documented the success of the program. Such comments as the following were heard.

"I've had lots of fun planning meals. My family looks forward to dinner."

"I found that I really like myself. I do have something to offer here at work and at home."

"Loretta won't be in class for the last two weeks because she accomplished her goal. She got a part-time job. She said to say hello to all her friends here."

"I finally figured out what this is all about. It's about self-awareness."

Participants appreciated the fast pace of the sessions. However, they often stated that they wished they could have stayed longer than the three hours each week. They wanted more time for discussion and more in-depth subject matter.

FUTURE PLANS

Information regarding this program has been presented to various companies within Colorado with the intent that private industry might cover the expense of the program and offer it to their employees. Several companies have shown a great interest in it. Because of the success of the pilot program, both Gates Rubber Company and Blue Cross and Blue Shield of Colorado are exploring how to fund the course again within their companies.

Another large company has requested that the program be adapted to meet the needs of its employees. Proposals have been submitted to include the initial eighteen hours of instruction.

RECOMMENDATIONS

Preparation for the dual roles of wage earner and consumer homemaker needs to be promoted within industry. Industry must be encouraged to provide funding, to promote training programs and to provide physical space for classes to be conducted within private companies and corporations. The programs should be available for both men and women at all levels of employment.

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PUTTING FUTURE in the HOME ECONOMICS CLASSROOM

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The word "future" has been heard more and more lately—future shock, the future of the family, future shortages, even grain futures! Borgstrom (1) has expressed concern with long-term trends and problems such as feeding the world's future population. Schumacher (8) raised questions about the waste caused by economic systems of Western societies and suggested changes he believed would benefit people in many ways. Huxley (4) wrote fictionally about life in the future in *Brave New World*, and many people reacted in outrage at the prospect of living in such a society.

A dizzying array of information on the future is available in recent books, journals and popular periodicals. Kauffman (5) warns us that it is seldom profitable to try to predict the future, but both he and Toffler (9) cite the importance of thinking about it. Toffler asserts not only that individuals can be helped to adapt better by having an advance look at the future, but also that the mental processes of imagining, analyzing, evaluating, and anticipating future possibilities are a key to successful coping.

In his book on *Teaching the Future*, Kauffman (6) identifies three fundamentals which teachers owe their students if they purport to teach them useful concepts and thinking tools that will be helpful to deal with adult life: (1) the acquisition of available information about future possibilities, (2) the habit of looking ahead, and (3) the skills of anticipating effectively. "Any curriculum that completely ignores these basics does students a real disservice and is quite literally irrelevant to their lives and concerns" (6, p. 6). He points out that our present students will live most of their lives in the 21st century and reminds us of the vast changes during our own life spans.

Is what we are teaching in the home economics classroom today sufficiently future-oriented that it will measure up to Kauffman's challenge? How can we help our students to develop a future perspective, to imagine what future time might be like for themselves and their families, to think imaginatively, to plan the future rather than passively accept what it brings? The following strategies are presented with specific content in order to illustrate their application, but the ideas are applicable to other areas.

TEACHING STRATEGIES

Imagining the Future. Locate and read a prediction about the future. Identify the changes implied in the prediction. What parts of the prediction are desirable? Which undesirable? If you could change the prediction, how would you change it? Rewrite the prediction to reflect the future as you would like it to be. How do your ideas differ from or match those of your classmates?

> This strategy provides students with an opportunity to seek out information, to learn of future possibilities, and to imagine, analyze and evaluate those possibilities as well as alternatives. Predictions might deal with areas such as housing, food resources, families, energy use, clothing or social relationships.

Trash Time. Empty and sort the contents of a wastebasket from your classroom. Make a list of the contents, and figure the cost of items thrown away. Add up the cost of those items which were wasted that could have been more thoroughly used, or reused, or recycled. Figure the cost of those items which are generally considered "disposable."

Visit the city's dump or the city engineer's office. Find out which materials are biodegradable and which are harmful to the environment. How much dumping space does each trash can require? Speculate about the length of time it would take to fill your classroom with trash if the rate

of throwing things away continued in your school. What would it be like to live in the world if all the dumps were full?

Discuss ways in which the quantity of waste could be reduced in your school, and estimate the cost savings. How much would be saved by reusing or recycling some items? Investigate ways the waste might be recycled such as burning to produce energy for community heat or power. Could the school trash collection bill be reduced? Make a list of changes which students and teachers could make which would result in a reduction of waste or reuse of it. Plan a campaign to implement such changes and propose it to the student council and school principal.

List three things you plan to do yourself to reduce the waste problem. How could these same actions help reduce waste at home?

The "Trash Time" activity provides students with an opportunity to examine a future possibility over which they can have considerable control. Although their calculations may be largely guesswork, the mere fact that they think through the possible consequences of present action for the quality of their future life will help them to develop the habit of looking ahead. If an all-school waste reduction or reclamation program could be instituted, it would provide a graphic demonstration that people can exercise a measure of control over their own futures. Alternative activities might include examining the contents of trash cans in the school cafeteria (including implications for world food problems), or to keep a log of items which are thrown out by their families during a short time span and calculate the cost savings if the items had been recycled.

One of the deterrents to changing present behavior is frequently lack of awareness of future consequences. Caring about the future is an important prerequisite to choice-making in the present, and such caring can be enhanced through learning experiences in which students evaluate alternatives. The following strategy helps students recognize the consequences of their actions, and to make choices from among alternatives which they themselves identify.

The "Energy Crunch" activity is an opportunity to investigate a specific problem that has great impact on nearly every area of our lives, and one which is likely to affect our students during their years as adults in their society. The activity requires students to seek out available information by brainstorming and consulting with knowledgeable informants and others whose decisions have impact on the future. This activity helps students to acquire the three basics Kauffman outlined, and it also provides a direct opportunity to take action in order to create a desirable future.

Another important skill which students need to develop is that of creative and imaginative thinking, which can serve as a protection against future shock at home and in the work world. According to Kauffman, "more Americans are employed in service and information industries, which demand good judgment and creative problem-solving, than in all areas of manufacturing. We are becoming a nation of people who earn a living by our wits rather than through routine, repetitive activities" (5, p. 21). We can place less value on the *product* created than on the process of thinking. The "Recycled Band" exercise which follows utilizes two creative thinking techniques adapted from deBono's *Lateral Thinking* (2).

Energy Crunch. Speculate about what would happen if the price of oil and other forms of energy were to increase 10 times, just "overnight." What impact would it have on family spending? How might conservation of energy resources help families cope with such an event? Find out how much energy is wasted by the average family, and make a list of ways in which this waste could be reduced. Invite a local power or fuel company representative to demonstrate ways in which energy can be saved in the home. Find out about how families can get the energy efficiency of their homes evaluated by experts.

Learn how to do some or all of the following: figure the amount and cost of insulation needed in your home; select and install insulation; measure windows for storm windows or other protective coverings; reduce lighting costs; install weather-stripping.

Consult with your family, and choose at least one type of energy conserving practice which you feel your family needs to undertake. How much energy and money could be saved if you make the change? How long would it take to recover the cost of the change? What are the disadvantages of waiting? What subsidies are available to your family to make such changes or improvements?

Recycled Band. Find five apparel items which are no longer being used. Brainstorm ways to create five different products using the techniques of fractionation and random word stimulation. Develop as many ideas as possible but avoid evaluating in any way, even if they might seem silly or impractical to you. Each idea is worthwhile because it helps to think of other ones. Try to let your mind run freely, and don't hesitate to hitch-hike on someone else's idea.

Fractionation exercise. (a) Mentally divide each of the five garments into parts at the seams. Brainstorm ways to recombine parts of one garment with parts of another until you have five different products. Did you think only of five different *garments*? If so, repeat the exercise and think of at least one possible non-garment product! (b) Mentally divide each garment at places other than the original seams. Think of ways to recombine pieces to produce five or more new products.

Random word stimulation exercise. Brainstorm a list of as many clothing and textile terms as you can, and write each one on a 3 x 5 index card, piece of paper or recycled deck of playing cards. Shuffle the cards and deal an equal number of cards to each player. Turn up each card in the order in which it was dealt, one at a time, with each player taking a turn. As the card is turned up, the player should suggest ways in which the word on the card could be used to redesign an unusable garment into a usable product. For example:

Term	*Examples of Uses*
Sleeve	Remove sleeves, add sleeves, alter style of sleeves, add trim, change color of sleeves, shorten or lengthen sleeves, cut sleeves into pieces for patchwork.
Corduroy	Add corduroy trim, use the original garment with a new corduroy jacket, add a corduroy yoke to a shirt, recycle a corduroy jacket into a vest.
Stitch	Apply top stitching, repair popped seams by restitching, add embroidery, darn a hole.

After you have generated as many ideas as possible, you may wish to establish some criteria for deciding which ideas are workable for the five garments used in the fractionation exercise. For example, should garment combinations have compatible care requirements? Must sizes of recycled garments match? Which textures and colors work best together aesthetically? Based on these criteria, develop some specific suggestions for recycling each of the five garments.

The "Recycled Band" exercise gives practice in thinking creatively, and in order to maximize this practice, little or no constraints should be placed on student thinking. If the reward for the exercise is based on quality of the resulting *product*, rather than the *process* of thinking, a "hidden persuader" may be operating which will subtly negate the value of creative thinking. (For additional information and examples of hidden persuaders, see Wallace (10).) Similar strategies could deal with parenting, work, or future life styles and anticipated problems. Life after graduation is an important concern of most students, and these topics are suitable for demonstrating the value of planning for the future and for providing opportunities for imagining oneself in future time.

One only needs to read Orwell's *1984* (7) to understand why it is so important to teach for the future. As teachers there is great need for us to demonstrate its importance to our students and to educate them in the skills and thinking processes that will be most useful to them. As Kauffman suggests, if we do not teach for the future we may be doing our students a real disservice.

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INDIVIDUALIZED LEARNING FOR LARGE CLASSES: ONE WORKING MODEL

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At the end of a long room that was formerly a large lecture hall for university classes, two students in headsets watch a videotape of handicapped preschool children receiving physical therapy. Nearby, a larger group of students participates in a simulation on theories of language acquisition. At the other end of the room students are taking tests, while still others are reviewing their just-completed tests with peer proctors.

During class time each day, some 80 students enrolled in Introduction to Child Development at Ohio University participate in a variety of individualized learning activities as part of the competency based curriculum[1] of the School of Home Economics. Despite the prevailing notion among many teachers and educators that individualization can only be effective in small classes, this Child Development class allows large groups of students, 80 to 100 each quarter, from varied academic backgrounds to proceed through the course at their own pace and to select the learning alternatives most suited to their individual needs and preferences.

Orientation to the Method

Before beginning the six content modules of the course, students must first complete an orientation module which acquaints them with both the theory of competency based education and the process of learning in an individualized classroom. A cartoon map helps students visualize the steps necessary for completion of the six modules of the course. A look at the map indicates to a student that, to complete the course, s/he must:

(1) begin with a commitment to individualized learning;
(2) select an Objective-Task-Resource card for the module being studied;
(3) review the behavioral objectives for the module;
(4) see what options are available for helping the student master each objective;
(5) work individually in the Learning Center until objectives are learned;
(6) take the post-assessment for the module;
(7) discover the outcome of the post-assessment and:
  (a) if s/he did not meet the minimum standards, consult a Learning Prescription, indicating remedial steps to be taken to improve score on the second test and return to the Learning Center to restudy the objectives using the same or different learning strategies. (Step 8)

—or—

  (b) if s/he met the minimum standards, then proceed to Step 9.
(9) student can then select another module and begin the cycle once again.

How the Model Works

To illustrate just how this process operates, let us follow a hypothetical student, Kate, as she works on her Child Development course. Kate first selects an Objective-Task-Resource card (Figure 1) for the Prenatal Development Module, which she is working on.

The card lists the behavioral objectives for the module and the learning alternatives available to help her master each objective. For any objective, she may be able to choose from among a variety of learning strategies, such as:

- reading a book or periodical

EDITOR'S NOTE:
There are many ways to individualize instruction in both large and small classes. This article describes *one*, focusing on student pacing, which the author feels has a positive effect on motivation and achievement.

[1]Funding for development and design of this course was provided by Teacher Corps through an Ohio University Faculty Development Grant. The author is indebted to Dr. Tiff E. Cook, Assistant Professor of Health, Physical Education and Recreation, Ohio University, for design of all graphics used in the course, and to Dr. Leonard Pikaart, Professor of Curriculum and Instruction, Ohio University, for design and implementation of the computer program, Instructor Support System, used in the course.

Objectives · Tasks · Resources

MODULE **A**

Stations ➧ The student should be able to:								
1. Recognize the conditions for optimal fetal development: genetic influences and environmental influences.	✓	✓	✓	✓	✓	Book, Folder ✓ ✓		
2. Identify the functions of the placenta; understand amniocentesis and other techniques of analyzing fetal development.	✓		✓	✓		✓		✓
3. Use the growth principles of developmental direction, critical periods and epigenesis to explain prenatal growth.	✓		✓	✓	✓	✓ ✓		✓
4. Specify nutritional needs in prenatal development, especially as related to brain growth.	✓		✓		✓	✓ ✓		
5. Understand various abortion methods and the arguments for and against abortion. Write a coherent one-page paper defending whichever position you choose.	✓		✓			✓ ✓		✓

introduction to child development

child

FIGURE 1

Direct Instruction

Games

Problem Solving

Listening

Mediated Self-Instruction

Readings

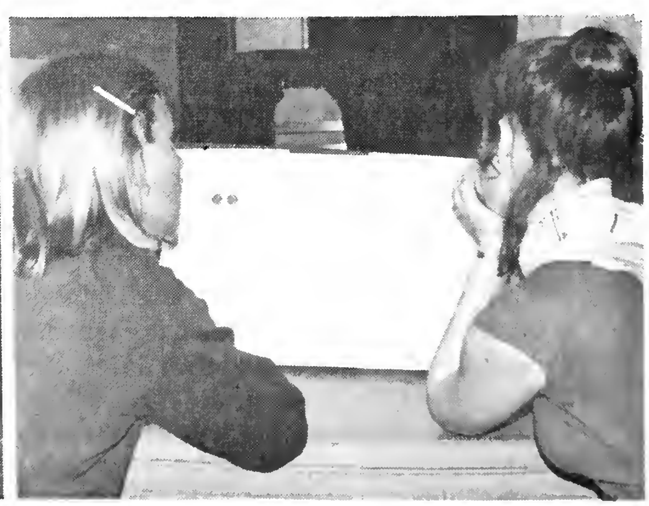
Observation

Discussion

- listening to a "mini-lecture" prepared by the instructor on a cassette tape
- viewing a film strip, slide presentation, or video tape
- playing a module-related game
- solving a puzzle problem
- participating in a discussion group.

The number of learning alternatives available for each objective varies, but in every instance Kate can choose any or all of the strategies most suited to her own learning style. Study questions also guide her in mastering each objective of her module.

Reviewing test results offers the student proctor an opportunity to tutor another student.



Problem-solving is sometimes easier when two work together.

Role of the Proctor

When Kate thinks she has met all the objectives in the module, she can elect to take the post-assessment. Although post-assessments are scored by computer, as soon as Kate completes her test, she may consult with a peer proctor to review her answers. The proctor goes over each test item so that s/he may provide Kate with immediate feedback on her efforts. In

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PROGRESS AS OF:06/01/78       HECF 160    SEC.1    NAME:                          STUDENT NO.:

                                                   DATE    SCORE        SCORING MAP OR ITEMS CORRECT PER
I   (AP)PRE-NATAL                                                                          SUB-OBJECTIVE
        1  (TE)TEST                                04/08     88( 22/ 25)   9/10   0/ 2   2/ 2   3/ 3   1/ 1   7/ 7
                                                              PRESCRIPTIONS: 2
        2  (AP)ABORTION PAPER                      04/16     S
        3  (OB)FIRST OBSERVATION                   04/16     S
        4  (DI)FIRST DISCUSSION                    04/08     S
2   (BE)EARLY INFANCY
        1  (TE)TEST                                04/30     100
        2  (OB)INFANT OBSERVATION                  04/23     S
        3  (DI)SECOND DISCUSSION                   04/08     S
        4  (DS)THIRD DISCUSSION                            NOT SUBMITTED
3   (CL)LATE INFANCY
        1  (TE)TEST                                05/02     88( 22/ 25)   6/ 6   2/ 3   4/ 4   5/10   1/ 2
                                                              PRESCRIPTIONS: 18
        2  (OB)TODDLER OBSERVATION                 04/30     S
        3  (DI)FOURTH DISCUSSION                           NOT SUBMITTED
        4  (DS)FIFTH DISCUSSION                            NOT SUBMITTED
4   (DT)TODDLER
        1  (TE)TEST                                04/30     88( 22/ 25)   5/ 5   5/ 5   1/ 1   1/ 2 10/12
        2  (OB)TWO-YEAR OBSERVATION                04/23     S
        3  (DI)SIXTH DISCUSSION                    04/30     S
        4  (DS)SEVENTH DISCUSSION                          NOT SUBMITTED
5   (EE)EARLY PRESCHOOL
        1  (TE)TEST                                05/15     92( 23/ 25)  14/14   1/ 2   4/ 5   4/ 4
        2  (OB)THREE-YEAR OBSERVATION              04/30     S
        3  (PC)PARENT/CHILD OBSERVATION            05/22     S
        4  (DI)EIGHTH DISCUSSION                           NOT SUBMITTED
6   (FL)LATE PRESCHOOL
        1  (TE)TEST                                05/22     88( 22/ 25)   7/10   6/ 6   2/ 2   2/ 2   4/ 4   1/ 1
                                                              PRESCRIPTIONS: 28
        2  (OB)HIGH/SCOPE OBSERVATION                      NOT SUBMITTED
        3  (DI)NINTH DISCUSSION                            NOT SUBMITTED
        4  (DS)TENTH DISCUSSION                            NOT SUBMITTED

      94% OF TERM COMPLETED

 24<==NO. OF REQUIRED OBJECTIVES IN HECF 160
200<==TOTAL POINT VALUE OF ALL REQUIRED OBJECTIVES
 16<==NO. OF OBJECTIVES THAT YOU HAVE SUBMITTED TO DATE
174<==TOTAL POINTS EARNED FOR OBJECTIVES SUBMITTED TO DATE
 93<==YOUR CLASS AVERAGE BASED ON OBJECTIVES SUBMITTED
 87<==YOUR FINAL AVERAGE IF YOU DO NOT SUBMIT ANY MORE OBJECTIVES
 B <==YOUR CURRENT FINAL GRADE BASED ON  16 OBJECTIVES. 24 REQUIRED
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FIGURE 2. Computer Printout for Kate

answering questions and reviewing test items with students, proctors also serve a tutoring function.

The instructor selects proctors for each quarter's class from students who completed the course the previous quarter with high scores. Proctors enroll in a special studies seminar for which they receive course credit. The seminar meets weekly to discuss problems or difficulties encountered by students in the Child Development course or by the proctors themselves in their tutoring capacity. Additionally, the proctors keep a daily journal to analyze their experiences in the course, and they design at least one course-related teaching material to be added to the Learning Center.

Competency Criterion

In reviewing her test with the proctor, Kate learns that she has scored 85 percent. The instructor has set a criterion of 80 percent as the minimum competency for completion of each module, so if Kate had scored below the 80 percent minimum criterion on her module, she would have been required to retake the post-assessment. (See the section below on Learning Prescriptions for details about remediation and retesting.) Since she scored above 80 percent, however, she has the option of keeping that score or of retaking the post-assessment, during a class period at least two days later, to improve her score. If she had failed to meet the minimum criterion after two attempts, she would then have been scheduled for a final exam on her area of weakness.

Computer Record Keeping

Twice each week Kate receives in her folder a computer sheet (Figure 2) which lists the following:

- post-assessment scores for each module she has completed
- total number of points she has earned in the course thus far
- her course average as of that date
- her projected course grade if she completes no further work in the course
- a record of all other class assignments she has completed.

These other class assignments include written papers, in addition to reports on laboratory observations and participation at Ohio University's Nursery Child Care Center, which provides day care for over 100 children, ages three weeks to six years.

Learning Prescriptions for Remediation

Since all test questions on the assessments are keyed to specific behavioral objectives within a module, the computer print-out not only tells Kate her total score on each module test but also gives her the number of questions she answered correctly for each objective within the module. In addition, the print-out shows, beneath each post-assessment score, Learning

Prescription numbers which indicate to Kate exactly what she must restudy in order to improve her scores on a retest for that module.

For example, a Prescription number of 6 would tell her, after consulting a posted list of Learning Prescriptions, that in order to improve her performance on a specific objective she should:

- Read the textbook, pages 40-44.
- Look at the "Birth Atlas" slides.
- Play the game: "Take the Taste-Test."
- Look at the video tape "Four Births."

Kate has the option of restudying specific areas of the material on which the post-assessment indicated she could improve her understanding and then taking another assessment over the same material.

Role of the Teacher

The Child Development course, with its individualized learning environment, might seem to some to make the role of the teacher obsolete. After all, if the course information is available in entirety to students, what functions remain for the instructor to perform?

Although the Child Development course places the primary responsibility for learning on the students, by no means does this emphasis absolve the instructor from teaching responsibilities. In practice, the method frees the instructor from the necessity of pacing the course for the "average" student in the class; instead the teacher has time to approach each student as an individual with unique needs, problems, and potentialities.

In a traditionally taught lecture class of this size, an instructor would have difficulty even learning the names of all the students. The individualized class, on the other hand, gives the teacher the opportunity and time to know students personally. By checking the computer sheets, the teacher can easily identify students needing extra help, which she can then provide on a one-to-one basis.

Perhaps even more importantly, the teacher can pick out students who are progressing easily and rapidly through the course material and can offer enrichment learning to them, either in the form of additional readings or by holding small in-depth discussions on important course topics. At the occasional time when the instructor is not answering individual questions or occupied in one of the ways described above, she may also help with proctoring tests as a way of interacting personally with students.

In general, then, one might say that the instructor in this setting sheds the role of an authoritarian teacher and acts instead as a facilitator of student learning, offering guidance, motivation, assistance, and, above all, a personal interest in each individual class member.

The Child Development Study

This study, conducted at Ohio University during the academic years 1976/77 and 1977/78, focused on the question of whether students working in a highly individualized, self-paced, multi-media learning environment are more likely to achieve mastery of course material than students taught the same course content in a more traditional lecture format.

During the academic year 1976/77, when Introduction to Child Development was taught in a traditional lecture format, 248 students completed the course. At that time, three modular tests worth 50 points each were administered. Students who wished to improve their grades were allowed to take a second test over the same material for each module, but there was no final examination.

With funding from a Teacher Corps Faculty Development Grant, the instructor redesigned the course to be taught during the academic year 1977/78 in the format described above. The second year of the study, 233 students completed the course; the same instructor taught both years. Although test questions were changed slightly from quarter to quarter, the course material covered remained essentially the same, as did the post-assessments.[2]

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[2]Since the Ohio University study was *ex post facto* with no attempts to match experimental and control groups, the results cannot be extended to other populations. However, the lecture group contains all the students who took the introductory course in Child Development during one academic year, and the individualized group contains all the students who took the same course the following year.

Hess and Lehman[3] have identified the fifteen features most frequently included in any description of an individualized instruction course as:

- Assessment of entering abilities
- Individualization of curriculum
- Learner-selected objectives
- Multimedia presentation
- Computer usage
- Explicit behavioral objectives
- Active responding
- Explicit rewards for defined behaviors
- Frequent feedback
- Immediate feedback
- Sequential presentation of material
- Self-pacing
- Mastery
- Proctors
- Written communication

The Child Development course at Ohio University utilizes fourteen of the fifteen features noted by Hess and Lehman; missing is the "learner selected objectives," since students must complete all six required modules.

There are two features of this course, however, which perhaps make it different from most other individualized systems of instruction. First is the variety of learning styles offered for students to choose from, with each learning station either reinforcing or enriching materials presented at the others.

Learning stations provide alternative ways to master the course objectives.

The second is the large number of students who are able to work individually, all at the same time, at widely differing rates of progress through the course. This is made possible, at least in part, by use of the computer. Through a service offered to all faculty within the College of Education, called the Instructor Support System, students receive, promptly and frequently, complete records of where they stand in the course, what needs yet to be done, and learning prescriptions for remediation. Each computer print-out also informs students of how much time in the quarter has elapsed, so that they can see at a glance whether their own performances are ahead of or behind schedule.

With regard to other features of personalized instruction as described above, Hess and Lehman deem the "mastery requirement" one of the most important. Having a mastery requirement involves setting a minimum criterion for successful completion of each module. The mastery requirement lies at the heart of personalized instruction, for, as Ruskin notes, "Fundamentally, instructors who utilize individualized formats make the assumption that all students can acquire the course content and that individual differences are more logically expressed in the amount of time required to attain mastery over the course material."[4]

Johnston and O'Neill, in their 1973 study, found that when instructors set a minimum success criterion for a course at 80 percent or even at 90 percent, students tend to meet that criterion, regardless of how high it is set. They advised teachers to "set your sights high, and then go higher."[5]

This axiom seems to be supported by this study. During the first year, when the course was presented in lecture format with no criterion set for minimum performance, only 75 students out of 248, or 30 percent, achieved a total of 80 percent correct or better on the post-assessments. On the other hand, when the 80 percent criterion was established, after two test

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[3]J. H. Hess and G. R. Lehman, "PSI Among the Acronyms," in *An Evaluative Review of the Personalized System of Instruction*, ed. by R. S. Ruskin (Washington, D.C.: Center for Personalized Instruction, 1976).

[4]R. S. Ruskin and R. L. Ruskin, "Personalized Instruction and Its Relation to Other Instructional Systems," *Educational Technology*, XVII (September, 1977), 5-11.

[5]J. M. Johnston and G. O'Neill, "The Analysis of Performance Criteria Defining Course Grades as a Determinant of College Student Academic Performance," *Journal of Applied Behavior Analysis*, 6 (Summer, 1973), 261-268.

opportunities, 132 out of 233 students, or 60 percent, achieved a total of 80 percent or better on the post-assessments. After the final examination, 163 students out of 233, or 70 percent, achieved at that level.[6]

Another feature of individualized instruction that has received research attention is the use of proctors to give students immediate feedback on their module test results. Kulik notes that providing students with immediate feedback is one of three features that distinguish more effective individualized methods from less effective ones, because it gives students "guidance at each step in their work."[7] In the study reported here, students reacted enthusiastically to the opportunity for immediate evaluation of their tests, and the peer proctors themselves also rated positively their efforts to help students in the class.

As mentioned above, students who score less than 80 percent accuracy on module post-tests are required to restudy and take a second, different test over the same material. Restudy is facilitated by the use of Learning Prescriptions, which tell students specifically what steps to take in order to improve their scores on a second test. According to Bostow and O'Connor, "the required remediation teaching method may facilitate the performance of students with lower GPAs (grade point averages) more than those with high entering GPAs."[8]

Although no effort was made to check the grade point averages of any of the students who enrolled in the Child Development course, there was a rise in student scores under the required remediation teaching method which indicates that students who score lowest on their first post-test attempts profit most from learning prescriptions and required remediation, for their rise in scores on subsequent attempts is most dramatic.

Student Reactions

Perhaps the strongest argument in favor of the model of individualized instruction described above comes from the students themselves. At the conclusion of each quarter, students complete course evaluations which ask for their opinions about course content, format, and instructor effectiveness.

About 10 percent of the students questioned each quarter preferred a traditional class lecture format to the individualized self-paced model. Of the other 90 percent, reactions ranged from comments such as, "It was sometimes difficult to push myself to study, but I think it is important to do this because it teaches responsibility," to more enthusiastic evaluations:

"The individual way of studying is excellent for me."

"The student proctors were a great help to me."

"I wish more courses were taught like this."

"I have never taken a course I enjoyed more."

This type of individualized instruction is obviously not a panacea for all the problems of today's teachers, but this study does indicate that many students enjoy the opportunity to pursue their individual learning styles, the chance to improve their test performances through remediation, and the freedom to learn at their own pace.

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[6]In many courses where a minimum competency criterion is set, all students who do not finally achieve the minimum level are awarded either an incomplete in the course or an F. In this course, however, meeting the minimum competency assures a student of a B- or better. Grades of C through F are still awarded to students with lower final scores.

[7]J. A. Kulik and P. Jaksa, "PSI and Other Educational Technologies in College Teaching," *Educational Technology*, XVII (September, 1977), 12-19.

[8]D. E. Bostow and R. S. O'Connor, "A Comparison of Two College Classroom Testing Procedures: Required Remediation Versus No Remediation," *Journal of Applied Behavior Analysis, 6 (1973), 599-607.*

I am not a teacher, but an awakener.—Robert Frost

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at Urbana-Champaign

APPLICATION OF THE PERCEPTUAL DOMAIN TO HOME ECONOMICS EDUCATION

Educational objectives have been classified into the various domains of learning, in part to identify major distinctions between educational behaviors, and in part to provide a common frame of reference related to the areas of human experience. Educators who developed the first taxonomies of educational objectives classified learning into three general domains: the cognitive (1) (thinking, reasoning, knowledge acquisition), affective (2) (feelings, attitudes, values), and psychomotor (3,4,5) (action patterns, skills). Although developers of the three taxonomies attempted to separate the domains so that educational objectives could be clearly identified as belonging to only one domain, some overlapping does occur. For example, the category "receiving" in the affective domain is concerned with perception, the response to sensory stimuli. Similarly the psychomotor domains of Simpson, Hauenstein and Harrow include a category "perception." The cognitive domain also has perceptual components related to verbal and nonverbal stimuli at each level of the Taxonomy. Bloom and Gronlund (6) provide many examples of cognitive objectives for units of instruction in biology, music, art, geography, weather, etc., for which perception is essential.

Therefore, when Moore (7) proposed a taxonomy of the perceptual domain it appeared to be a logical next step. If perceptions were involved in all domains, she reasoned, then it might be helpful to develop a separate taxonomy in the perceptual domain. However, in order to develop a taxonomy of perceptual objectives, it would be necessary to determine whether the principles on which the cognitive taxonomy is based could be applied to this new domain of learning. The first principle is that sublevels in the taxonomy reflect distinctions teachers make concerning student behaviors. Second, the taxonomy could be developed with logical subdivisions and terms clearly defined and used consistently. Third, the taxonomy should be consistent with existing psychological theories of learning. Fourth, the taxonomy should be a descriptive classification scheme that is as inclusive of every type of educational goal as possible without conveying value judgments. Finally, the taxonomy should be hierarchical in nature, so that more complex behaviors include the simpler behaviors (8).

It would appear that the perceptual taxonomy related to musical performance proposed by Moore (9,10) does follow these principles. Readers are referred to the works of Moore (see page 172) for content related to perception and perceptual theory.

The relative neglect of the perceptual taxonomy proposed by Moore is surprising. Educators have virtually ignored the taxonomy although it offers great potential for usefulness in the teaching-learning process. Home economics educators and other vocational educators have not utilized it. This failure to adopt and adapt the perceptual taxonomy to vocational education is puzzling for a number of reasons. First, vocational education is heavily sensory-dependent. Second, Moore (11) developed the taxonomy as a result, in part, of studies of auditory perception as it related to diagnostic abilities of auto mechanics. Furthermore, research studies that she cited were conducted by vocational educators or related to vocational or technical skills (Swanson (12), Baldwin (13), Fleischman and Friedman (14) to name a few). Third, Loree (15) suggested that the psychomotor domain could better be thought of as part of a larger domain, the action-pattern domain. Simpson (16) explored the potential of the action-pattern domain in the process of developing her taxonomy of the psychomotor domain. She concluded that the action-pattern domain was so all-encompassing that it might represent a fourth domain which extended beyond the cognitive, affective, and psychomotor domains and yet included all three of these domains. The psychomotor domain itself is all-encompassing, including not only cognitive and affective components, but perceptual elements as well.

The Distinction Between Psychomotor Performance and Perception

Educational psychologists have so linked perceptual and motor skills as to refer to perceptual-motor or psychomotor skills as a single entity. Davis et al. (17), for example, define a perceptual-motor skill "... as a coordinated series of muscular movements to successfully complete a task." However, not all perceptions are linked to muscular activity. While we are constantly bombarded by sensory stimuli, we react to only a selected few. Sounds may be perceived without triggering psychomotor behaviors. Similarly, we may perceive stimuli through the other senses but not respond with observable behavior. Perceptual behavior, then, may exist apart from psychomotor behavior. In addition, perceptual behavior may result in cognitive or affective behavior rather than in psychomotor behavior.

Psychomotor activities as defined by Bloom et al. (18) refer to manipulative or motor skills. Krathwohl et al. (19) expanded the definition to refer to muscular or motor skills such as the manipulation of material and objects or action that requires neuromuscular coordination. Harrow (20) objected to the Krathwohl definition which identified neuromuscular coordination on a par with manipulative skills and motor skills. Her objection was based on two points. In the first place, because neuromuscular coordination relates to the efficiency that exists between a nerve impulse and a muscle contraction, no mental cognition is involved. Therefore, the process is not a psychomotor activity or voluntary action. Second, because neuromuscular coordination is required for manipulative and motor skills, it cannot be classified as a subcategory since it is inherent within the first two subcategories. Harrow provided her own operational definition of the term psychomotor to include all voluntary human motion.

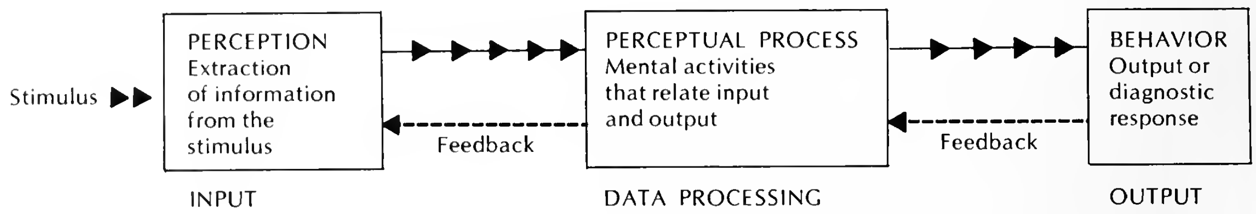
As an outgrowth of studies of auditory perception related to music and auto mechanics, Moore devised a taxonomy of the perceptual domain based on a single psychological process, extraction of information from the presenting stimulus. She likened perception to the physiological process, respiration. Inspiration and expiration represent the phases of respiration while sensory input and behavior (output) represent the phases of the perceptual process.

In the literature the term "perception" is generally used to refer to the whole process as well as the input phase. Moore distinguished between the whole process and the input. She referred to the former as the "perceptual process." The educational objectives, materials, and activities most closely related to the process she referred to as the "perceptual-motor domain." She stated that unless the context clearly implied the total concept, the term "perception" was reserved *only* for the input phase or the act of extracting invariant aspects of information from sensory stimuli.

Perception is characterized by a number of dimensions. First, it is an active process requiring us as individuals to react to stimuli and connect stimuli (input phase) with behavior (output phase). A series of ongoing transactions occurs whereby selections are made among stimuli permitting us to adapt to the environment and to the responses of others. Second, we receive and extract information from internal stimuli as well as from external stimuli. Proprioceptive or kinesthetic stimuli (stimuli received by action of the body itself from receptors in the muscles, tendons and joints) assist us, for example, to determine weight or plasticity of objects. Third, a feedback mechanism operates whereby the response generated may in turn become a stimulus, as for example in kneading bread dough. Each contact with the dough (input) produces a proprioceptive response (output) which in turn becomes a new stimulus for a new response. The kneading process is continued until the dough "feels right." Fourth, perceptual abilities are related to stages of developmental growth. If opportunities for perceptual responses do not occur because of the lack of stimulation, development will not be normal. Finally, perceptions may be modified by our previous experiences.

Feedback, the relationship of perceptual responses to stages of development, and the effect of experience are important to the teaching-learning process. In most instances, perceptual learning takes place through a series of events, a series of successive approximations. Students learning how to make bread require repeated opportunities to mix dough, knead dough, determine when the dough has risen enough to bake, and to decide when the bread has been baked sufficiently to remove from the oven. Perceptual learning my occur through a single event. One whiff of baker's yeast or ammonia might enable us to recognize these odors from that point onward. However, the more usual course of events requires repeated experiences with a stimulus or series of stimuli in order for learning to take place. Learners increase their perceptual or diagnostic performance through planned learning experiences.

Moore regarded individuals as communication channels with information being communicated. Sensory stimuli (physical energy) provide the input, mental activities process the input data, and behavioral responses constitute the output. Perceptual tasks or diagnostic performance can be arranged hierarchically because each level requires us to extract increased information from presenting stimuli. Higher levels in the taxonomy subsume perception at the lower levels. Schematically, perception may be represented as follows.



Perception does not start until we begin to extract information from the presenting stimuli. The arrows indicate the direction of energy flow. The arrows pointed toward the left represent feedback that occurs when a response becomes a stimulus. Since feedback does not occur in every instance of the perceptual process, the arrow line is broken.

Focus on input as differentiated from output is congruent with information presented by Simpson (21). She reported a conversation with Baldwin in which he stated that more attention should be given to the input than the output aspects of teaching motor skills. By input Baldwin meant the perceptual components or perception of stimuli, task perceiving, and mental set preparatory to action while actual task performance referred to output. Moore has proposed the taxonomy of the perceptual domain to deal with the input phase of action. The taxonomy of the psychomotor domain would deal with the output phase or voluntary human motion.

The Perceptual Taxonomy

A modification of the perceptual taxonomy proposed by Moore (22) follows. I have modified it in a number of ways: behavioral terminology has been employed; olfactory, gustatory (taste) and proprioceptive or kinesthetic senses have been included;[1] subcategories have been expanded; and some tentative examples have been provided to relate the taxonomy to home economics education. I would like to hear from readers with examples so that each level of the taxonomy can be fully addressed.

A TAXONOMY OF THE PERCEPTUAL DOMAIN WITH EXAMPLES RELATED TO HOME ECONOMICS EDUCATION

Includes objectives that are concerned with sensory-dependent activity performed in response to stimuli.

1.00 SENSATION: Demonstrate awareness of the informational aspects of stimuli including detection and awareness of change.

1.10 Identify sensory attributes such as color, sound, smoothness, odor, taste, plasticity.

Ex. Recognize colors.
Detect sound of water boiling in a covered pan.
Feel heat generated by the electric motor of a mixer.
Detect odor of a new permanent press finish on a fabric.
Taste food to determine whether it has been salted.
Determine the thickness of a pudding by stirring it with a spoon.

1.20 Specify the attribute that has changed.

Ex. Detect color changes.
Determine changes in sounds produced by electrical appliances.
Detect change in softness of a fabric after it has been laundered.
Identify changes in odors.

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[1] In this paper, the terms are used synonymously, although by strict definition, proprioception and kinesthesis refer to different phenomena. Proprioception deals with reception of stimuli produced within the body while kinesthesis deals with sensation related to changes in body position and motion of muscles, tendons, and joints.

Detect changes in levels of seasoning in foods.
Recognize tension changes of fabric in an embroidery hoop.

1.30 Specify the direction of change.
Ex. *Determine when glossiness changes to dullness in the process of making fudge.*
Note increase in the pitch of sound of steam escaping from a whistling teakettle.
Detect dulling of a needle by tactile means.
Detect the smell of burning food.
Detect souring milk by tasting.
Detect by stirring whether a liquid becomes thicker or thinner.

1.40 Specify the degree of change. In most instances this would involve the use of instruments or measuring devices such as scales, thermometers, color charts, measuring cups/spoons, etc. Some examples of degree of change more easily sensed are:
Ex. *Determine when half the liquid has been reduced in cooking vegetables.*
Determine when a sample of dough has risen to double its size.
Decide when the noise produced by a piece of equipment has doubled in intensity.
Determine by lifting when a sample has doubled in weight.
Note increased intensity of a baby's cry.

2.00 FIGURE PERCEPTION: Demonstrate awareness of entity including discrimination of unity. Employ all sensory modes to discriminate changes in unity of a threshold stimulus.

2.10 Discriminate unity. Identify form quality such as brightness, intensity of pitch, hardness, irritating odor, spiciness, toughness, etc.

2.20 Resolve detail. Respond to sensory detail. Judge size, shape, volume, weight, etc., as properties of stimuli.
Ex. *Determine, by looking at it, whether a garment will be too big/too small.*
Determine whether a watermelon is ripe by listening to a thump.
Select a smooth slab of marble for use in making confections.
Select ripe fruit by its aroma.
Determine, by tasting, whether cinnamon was used to season a sample of food.
Judge from the weight of a skein of yarn held on the hand whether there is sufficient quantity to make a selected garment.

2.30 Organize figure-ground perceptions. The perceptual field is separated into the figure and the ground. The figure represents the structured part of the field, the object of attention, while the ground is the undifferentrated background against which the figure is contrasted. The figure (object) is perceived to stand out against amorphous background, or a background of vague detail.
Ex. *Distinguish between a child and an adult from a distance.*
Determine whether an object is moving toward or away from you by its sound. (or sewing machine needle moving up or down.)
Detect rough spot on a table top by tactile sense.
Determine which fruits in a case of apples are spoiled using odor as a criterion.
Identify mint flavor in fruit compote.
Detect lumps in gravy by stirring it.

3.00 SYMBOL PERCEPTION: Demonstrate awareness of form or pattern. Arrange discrete information into forms. Name and classify forms and patterns.

3.10 Name forms or their representations.
Ex. *Distinguish curved lines from straight lines.*
Distinguish triangles from squares.
Identify letters and digits.
Identify the facial expressions of others.
Distinguish color components of fabric.
Recognize faces/identify students by name.
Name complex objects, places, tastes, odors, sounds, etc.

3.20 Read blueprints, patterns, plans, operating instructions, etc. Follow directions.
Ex. *Read a dress pattern.*
Respond appropriately to warranty directions or instruction book for an appliance.

3.30 Indicate similarities or differences between visual, auditory, tactile, olfactory, gustatory, or proprioceptive stimuli.

Ex. *Suggest similarities/differences between furniture styles.*
Discriminate between normal and abnormal sounds of children playing.
Feel (distinguish) differences between woolen and silk fabrics.
Distinguish between spices on the basis of aroma.
Determine whether upholstery tacks are gripping wood or missing the wood by the "feel" of the resistance or lack of resistance of the wood to the tack.

3.40 Classify stimuli.

Ex. *Classify the responsiveness of students on the basis of body language.*
Classify/rate quality of electric mixers using quietness of operation as a criterion.
Sort fabrics according to the degree of nap.
Rate laundry detergents based on the pleasantness or unpleasantness of their aromas.
Rank sauces by taste from most spicy to least spicy.
Rate chairs by categories on the basis of the degree of support to the back provided while seated.

4.00 PERCEPTION OF MEANING: Interpret significance or assign personal significance to commonly encountered forms, patterns, or events.

4.10 Reproduce shapes, colors, sounds, tastes, syllables, etc. from memory.

Ex. *Draw a paisley pattern from memory.*
Sing a song to children from memory.
Determine by sprinkling milk on inner wrist surface when infant's formula is the right feeding temperature.
Bake bread until its aroma indicates it is done (there may also be visual, auditory, and proprioceptive components).
Add seasonings to a salad dressing until it tastes like the teacher's sample.
Beat fudge until it reaches the desired (remembered) consistency.

4.20 Attach significance to forms or symbols.

Ex. *Determine meaning of symbols on clothing patterns.*
Identify the cause of an abnormal sound in a washing machine.
Determine source of a fire from the odor of burning substance.
Judge which of three samples of food most appropriately represents a given recipe.

also . . .

Relate symbols in order to achieve synthesis.

Ex. *Match symbols on clothing pattern to make a garment.*

4.30 Identify cause and effect relationships.

Attach significance to a series of events occurring over a period of time.

Ex. *Determine reason garment fits poorly by looking at the hang of the garment.*
Determine why children are quarreling.
Determine how a table top has been marred by feeling and looking at the surface.
Recognize by odor and taste when a food sample has spoiled.
Determine by feeding material into a sewing machine why material has puckered.

Generalize; understand; make simple decisions.

Ex. *Modify a garment so that it fits properly (see 4.30).*
Determine when a child's self-concept improves.
Determine how to prevent furniture from becoming marred (see 4.30).
Determine from odor and taste why food spoiled (see 4.30).
Determine from its odor when food is unsafe to eat (see 4.30).
Determine how to prevent fabric from puckering as it is sewn by machine (see 4.30), by the feel (proprioception).

5.00 PERCEPTIVE PERFORMANCE: Make sensitive accurate observations. Make complex decisions. Change ongoing behavior in response to observations.

5.10 Apply analytical approach to problem solving.

Ex. *Make decisions concerning color combinations; upholstery fabrics, draperies, walls, wall hangings (e.g., pictures, plants, macrame, etc.), and floor coverings.*

Determine whether a house meets a family's needs by applying a set of criteria.

Determine when a wood surface is smooth enough to refinish. Select appropriate method for refinishing the surface.

Develop a plan of action to stop (or reduce) quarreling among children in a given group.

5.20 Make diagnostic decisions for example concerning mechanical or electrical systems.

Ex. *Diagnose malfunction in a sewing machine and suggest how to repair it.*

Determine whether the electrical wiring shown on a blueprint will accommodate a given series of household applicances. Modify wiring plan.

5.30 Demonstrate insight in social, personal, or political situations.

Ex. *Respond to body language cues given by children/students.*

5.40 Demonstrate artistry/creativity in any medium.

Ex. *Create an original pattern for a fabric.*

Compose a song for preschool children to sing.

Develop an original recipe (olfactory and gustatory components).

Create an ice sculpture to float in a punch bowl (proprioceptive and visual components).

The levels of sensation and figure perception according to Moore " . . . indicate 'wired-in' programs almost reflex in nature . . . " while symbol perception, perception of meaning and perceptive performance are more capable of being modified by experience. These latter three categories are also partly cognitive in nature reflecting individual and cultural differences. All of the educational taxonomists whose work have been cited in this paper have referred to the fact that achievement of an educational objective in one domain may require working on components of that objective in the other domains. Loree (24) and Hauenstein (25) have discussed the relationships between domains of learning and the multiple types of learning that can occur from a "single" learning experience. Hauenstein developed a model to show these relationships.

While it may not be possible to divorce one domain from another, it is necessary to focus on identifying instructional objectives in each domain separately. Each instructor will have to determine which domain is the dominant domain when s/he writes instructional objectives and plans learning experiences. It is hoped that use of the taxonomy for the perceptual domain will help instructors in these tasks.

The Education For All Handicapped Children Act (Public Law 94-142) has forced us to deal with the perceptual domain. Because we are required to place students in the least restrictive learning environment, we must identify instructional objectives related to the senses. Only after objectives in the perceptual domain have been identified, will home economics teachers be able to modify the teaching-learning process realistically to accommodate students who are perceptually handicapped.

The taxonomy of the perceptual domain needs to be further developed. The version presented in this paper is an abbreviation of the taxonomy, and examples of behaviors have not been provided for every level. We could, and perhaps should, develop subcategories, and divisions within subcategories, related to each of the senses dealt with here, i.e., visual, auditory, tactile, olfactory, gustatory, and proprioceptive. No division of vocational education is more heavily sensory-dependent than home economics education. Home economics educators may be in a position to provide leadership in refining and developing the perceptual taxonomy as they did in the development of the taxonomy for the psychomotor domain. The initial report on the psychomotor taxonomy was made at the Conference on Contemporary Issues in Home Economics held at the University of Illinois, May 1965. *The Illinois Teacher of Home Economics* published Simpson's first classification of educational objectives for the psychomotor domain.

Summary

A brief history of the development of educational taxonomies for the cognitive, affective and psychomotor domains is presented to provide the background and the rationale for the perceptual taxonomy proposed by Moore. Because perceptual performance may terminate in cognitive or affective behavior rather than psychomotor behavior, a separate taxonomy of the perceptual domain is useful in identifying instructional objectives and planning learning experiences for learners where perceptual performance is involved. A modified version of one form of the perceptual taxonomy developed by Moore is given together with examples of perceptual behavior related specifically to home economics education. It is hoped that teachers and teacher educators will adapt the perceptual taxonomy to home economics and suggest additional examples in all the categories.

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Have you seen the *Rainbook?*

For those who are interested in "alternative technology" (solar collectors instead of breeder reactors, for example) a New York Times reviewer called this book "one of the best of the genre." It has sections on transportation, health, shelter, energy, agriculture (including urban gardening), community development, etc., etc., in 250 pages by the editors of a monthly journal called *Rain,* published in Portland, Oregon. N.Y.: Schocken Books, paperback, $7.95.

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OF HOME ECONOMICS

REDEFINITIONS AND REVALUATIONS

SIGNS OF THE FUTURE

HOME ECONOMICS EDUCATION · UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

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Foreword

Again, ILLINOIS TEACHER is grateful to a guest editor, Clio Reinwald, and her colleagues in Arizona for an issue which introduces us to some of the many fine projects going on in that state and gives us an opportunity to hear from some leaders whose ideas and opinions matter in our profession.

The Table of Contents on the front cover gives us a glimpse of the diversity included and whets our appetite to begin reading. We think there's something for everyone.

Those who wish to improve their ability to relate to those of other cultures will be especially interested in Manning's article on cultural literacy, and teachers who are feeling "burned out" may get some help from Border. The guest editor has also written two of the articles to give us her "signs of the future" and to orient us to Home Economics Education in Arizona. Barkley and Monts help us identify the basics, and Taylor shares her enthusiasm as an in-service teacher educator. States that don't have such staff members might wish to take note.

Let us hear from you! What would you like to tell readers via a "Letter to the Editor"?

—HTS

The theme for the next volume is

Visions and Decisions for the '80s

We want to hear from you with suggestions on authors you recommend, articles you'd like to see, needs for your students, and your own ideas and success stories.

SIGNS OF THE FUTURE

For Arizona Home Economics Education

Clio S. Reinwald
Director
Home Economics Education
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of Education

In the 1960's, Alvin Toffler authored a book entitled *Future Shock.* People recognized and were disturbed at the message which it carried in terms of what the future held for the planet Earth. One of Toffler's *main* targets was *education.* His admonition was "Education *must* look to the future."[1]

Have you as an educator given definite thought to such questions as:

- What do you believe about the future?
- How can you change home economics to meet better the needs of students of all ages?
- How will you interpret home economics so that it can be significant in the education of the next century?
- How can you help people to adapt to the future and still hold to their ideals and beliefs?
- What paths will you take in bringing about change?
- How can you share the excitement of what the futurists predict living will be in the 1980's, 90's and after the year 2000?
- How can you approach your administrator when you have an idea to improve home economics in your school, city, county or state?
- Who will you need to involve in order to keep home economics as a relevant part of education?
- What "stumbling blocks" do you identify which might affect your degree of success in bringing about change in the present home economics curricula?
- What are the long-range goals home economics educators need to establish?
- Are you ready and willing to be an interpreter of home economics in terms of future education?

Late in 1977, Paul Dickson, in an interview for U.S. News, shared some thoughts from his book, *The Future File: A Guide for People with One Foot in the 21st Century.*[2] This book is a compilation of some predictions from the country's leading futurologists. His questions below related to home economics education and change which may be needed since the answers are likely to become a reality of living before 2001.

- Will we feel the energy crunch in the 1980's?
- What's the future of the fitness fad?
- What sort of clothes will cover these new bodies?
- Will evangelism and the "born again" movement continue to grow?
- What about the Occult?
- Can we expect a breakthrough in medical transplants?
- Will genetic engineering wipe out inherited diseases?
- Will the situation in higher education get worse?
- Will the trend toward lengthening one's working life continue?
- Will work be more fun in the future?
- Can we look forward to computerized households in the 1980's?
- Will sexual behavior change much in the next decade?
- What is the "brave new world" that's coming after 2000 A.D.?

As planners for the future, home economics educators may find it helpful to start a folder of clippings for futuristic ideas and predictions, directed toward education, but especially those areas relating to individuals and families and how they live, work, and play. Future planners for home economics in Arizona have identified some specific futuristic items considered important to its continued growth and existence. It has been said that "the past is prologue to the future." Home economics educators may wish to think in terms of what has

happened since the turn of the last century and invite some older people to share what it was like in the early 1900's. The items that follow may be among those mentioned.

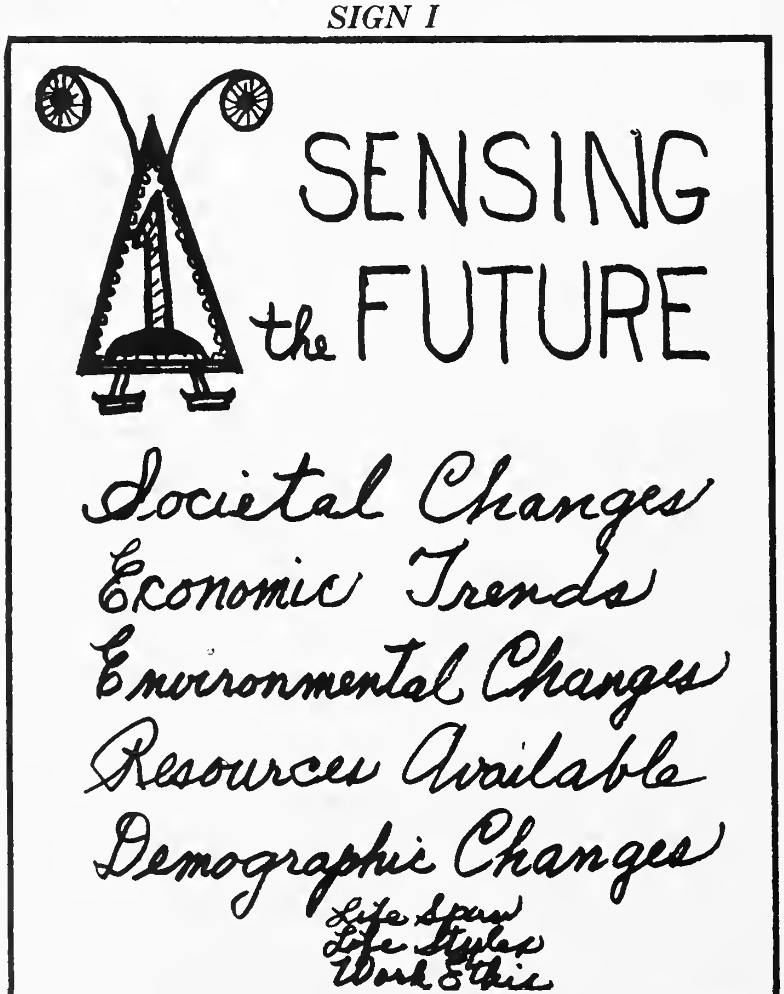
- Kerosene lamps were filled, wicks trimmed and glass chimneys washed every morning.
- Hair-curling tongs were heated by putting them into the top of a glass chimney of the lighted kerosene lamp.
- To correct a musty odor in the house, an apple peeling was tossed on the hot wood or coal range.
- Everything was ironed and most items were starched—even such things as corset covers, drawers and petticoats edged with lace and ruffles.
- It took ten minutes to lace up your high-top shoes.
- A feather was used to dust furniture and a dried turkey wing to brush off the stove top.
- Your long-legged underwear was folded over to get it inside your long black stocking.
- The drip pan under the ice box had to be emptied daily.
- White clothes were boiled in a copper boiler on the top of the kitchen range with the shavings from a cake of homemade brown soap.
- The moon was to look at and enjoy in a romantic way, not a place to walk.
- People traveled on foot or on horses and bicycles.
- All grades (1-8) were taught in a one-room school by one teacher in rural areas.
- Denim clothes were for men and used only for work clothes.

After giving a little thought to the past and how people lived, let us look to the future at some of the specific futuristic items gathered from several sources which may serve as indicators for planning change in home economics programs.

- The energy crisis will affect not only our modes of travel but the temperature of offices and homes, the kinds of fabric and clothes we wear, the use of solar energy to cook, heat water and produce electricity, and the way our money is spent.
- Nutrition will become increasingly important as food becomes more expensive and less abundant; dieting may become unnecessary for anyone as control of calorie absorption progresses. More will be spent on exercise, surgery and cosmetics to improve the appearance of our bodies.
- As people become more unsure of our technology, concern about spiritual matters will increase and morality will change. Interest in religious beliefs will grow and many splinter groups will develop. "Waste and pollution will be the new sins."[2]
- Interest in strange phenomena, space probes, parapsychology, UFO's and proof that there is intelligent life on other planets could change our lives.
- Medical technology in all phases will progress and before 2000 it is anticipated all body parts can be replaced except the spine and brain. The Rand Corporation predicts animals will be bred for their organs.
- Genetic engineering will find ways of increasing the learning speed before 2000 and prevent or cure retardation before 2025. Human cloning will be a reality. Apes will be bred to do menial labor.
- Recreation and leisure will change. Space will be so limited that roof tops and cemeteries will be used for recreation. New games will be created that require less-competitive exercise and more brain power.
- Mini-computers will become a part of the television set, making it a home information center. It will be possible to do comparison shopping and banking, make travel reservations, print newspapers, get answers on nutrition and child care, plan meals and secure innumerable answers to home and family problems or questions.
- Employment patterns will change with flexible working hours and a 35-hour work week. Many people will work from an office in the home to save transportation costs and reduce need for office space.
- The youth culture will become passé, since by the year 2000 "one out of every eight persons in this country will be 65 years or older and a high percentage will live to be 100 years or more."[3] It is called the "graying of America." Such things as flexible mortgages, laws providing support, and retaining programs "will be assigned to improve or impart new skills to older people."[3] Leisure will become increasingly important, "skills in 14 different areas,"[3] will be needed.

INTRODUCTORY SIGN

SIGN I



The four signs shown may help to present the future to students of all ages. The introductory sign is a montage of futuristic pictures showing people involved in life activities predicted throughout this article. The list of resources at the end will help you to evolve a feeling for the future.

This sign could be used to introduce some of the ideas in preceding paragraphs to get your students or audience involved with thinking about the future.

Sign I is designed to pinpoint those areas of activities relating to the field of home economics which includes the occupation of homemaking, as well as all of those occupations related to the subject matter content.

Some questions which may need to be discussed, investigated and projected if the areas of the future and change are to become meaningful are:

1. How will societal changes affect home economics programs of the future?
2. What effect will economic trends have on home economics programs?
3. How will environmental changes and resource availability affect curriculum in future home economic programs?
4. How will changes in life span, life styles and the work ethic affect what is taught as home economics education?
5. How do we interpret signs of things to come in terms of home economics program development?
6. How do we change home economics to fit into a modern technological society and be a part of education needed for all ages?

One cannot think about future educational planning without considering change. Sign II relates to interpreting the future. In this section questions will be raised and some tentative answers offered to assist in moving from predictions to interpretations that affect educational change.

Question 1. What do you need to know about educational change?

Change will take place! Change for its own sake is not the answer. A systemized approach is needed to bring about meaningful educational change.

Will home economics educators be leaders or reactors to change?

The advent of Sputnik led us to make home economics more academic. Then the Vocational Act of 1963 directed us to develop occupational programs, but few home economics educators accepted the challenge or saw the tremendous opportunities to expand the entire field of home economics.

In 1968 the Vocational Education Amendments required that one third of all monies were to be spent in areas of high unemployment. It also gave a mandate to give greater emphasis to consumer education.

In 1976 the Vocational Education Amendments defined homemaking as an occupation and emphasis was given to include men as well as women. Even greater emphasis was given to "out reach" programs serving the disadvantaged. Are home economics educators leaders or reactors? Does it take the Congress of the United States to tell us what changes to make in our programs?

By 1982, all vocational education and especially Consumer and Homemaking Education will be evaluated by the National Institute of Education. The purpose is to determine needed changes when the Vocational Education Act is revised by Congress.

Will we have the answers?

Question 2. What obstacles to change do you foresee in home economics programs?

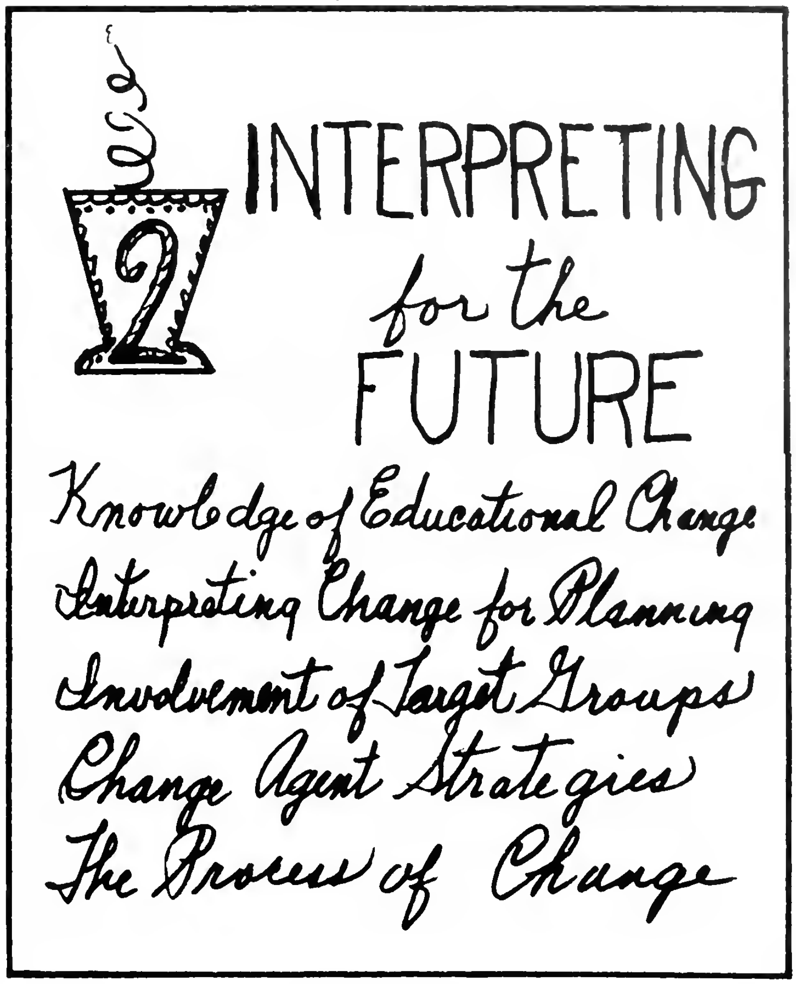
There are at least six factors which must be considered: habit, bureaucratic school structure, fear of change, lack of incentive, community norms, lack of peer approval.

Question 3. How do we interpret change and its use in terms of educational planning?

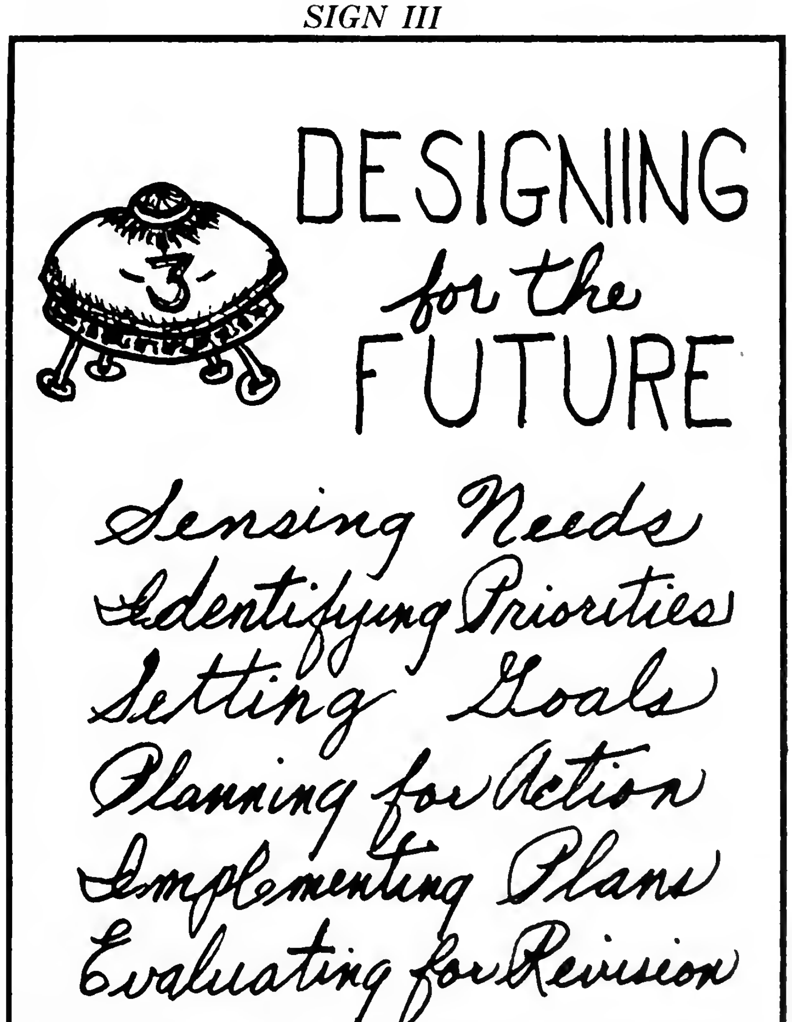
Some possibilities are:

- Awareness of community action and changes
- Use of advisory committees and surveys
- Awareness of global changes and how they affect society, economy, political structures and even educational institutions
- Cognizance of future trends and their effect on all aspects of living
- Need to involve people in planning

SIGN II



SIGN III



Question 4. Who should be involved in the change process?
The individuals and agencies who need to be involved are numerous and varied, depending on what kind of changes in an educational plan are being considered. Some suggestions are:

Principal, the key person in educational change
Curriculum coordinator
Advisory committee members
Community representatives
Related agencies
Students and parents
School board representatives

Question 5. How do you become a change agent?
The following may suggest a few ideas:

- Become an informed person on all aspects of the need for change, attitudes of target groups to be affected, and the actual process of how change takes place in your local educational institution.
- Plan ahead.
- Prepare materials for principal and target groups.
- Plan heavy involvement of other people such as community and industry representatives.
- Organize a communications network which reaches the "opinion leaders" who can influence the decision makers.

The last sign (Sign III) deals with the actual designing of programs for the future.

Since 1969, Arizona teachers, teacher educators, supervisors, state staff members, and any one else who could be involved, assisted in planning and bringing about change in all phases and levels in home economics.

Statewide goals and objectives were structured to bring about change and to meet the needs of people for education in homemaking and in preparing people for employment in occupations related to home economics content. As work progressed in creatively modifying and expanding present programs, it became increasingly evident that a better understanding of how change takes place in the different levels of educational institutions in Airzona was needed.

In attempting to answer the questions and problems posed in the preceding paragraphs we found that a "change process" needed to be defined and designed for bringing about desirable changes in home economics programs. In other words we needed for the future a planned management system for implementing needed educational changes.

The chart which follows shows the Input-Output sequence for *The Change Process.* Six steps are identified as being important considerations if desired change is to take place in home economics education programs. They are as follows:

Step 1—Sensing Needs

- Examine the school and community for possible needed changes through advisory committees, interviews and surveys with parents and students, and demographic information.
- Interpret information to identify and verify new home economics educational needs.
- Identify possible obstacles and ways to prepare for handling educational change, such as attitudinal changes, budget, and community mores.

Step 2—Identifying Priorities

- Screen identified needs for major problems requiring change.
- Prioritize and rank problem areas.
- Diagnose obstacles to change in the priority areas.

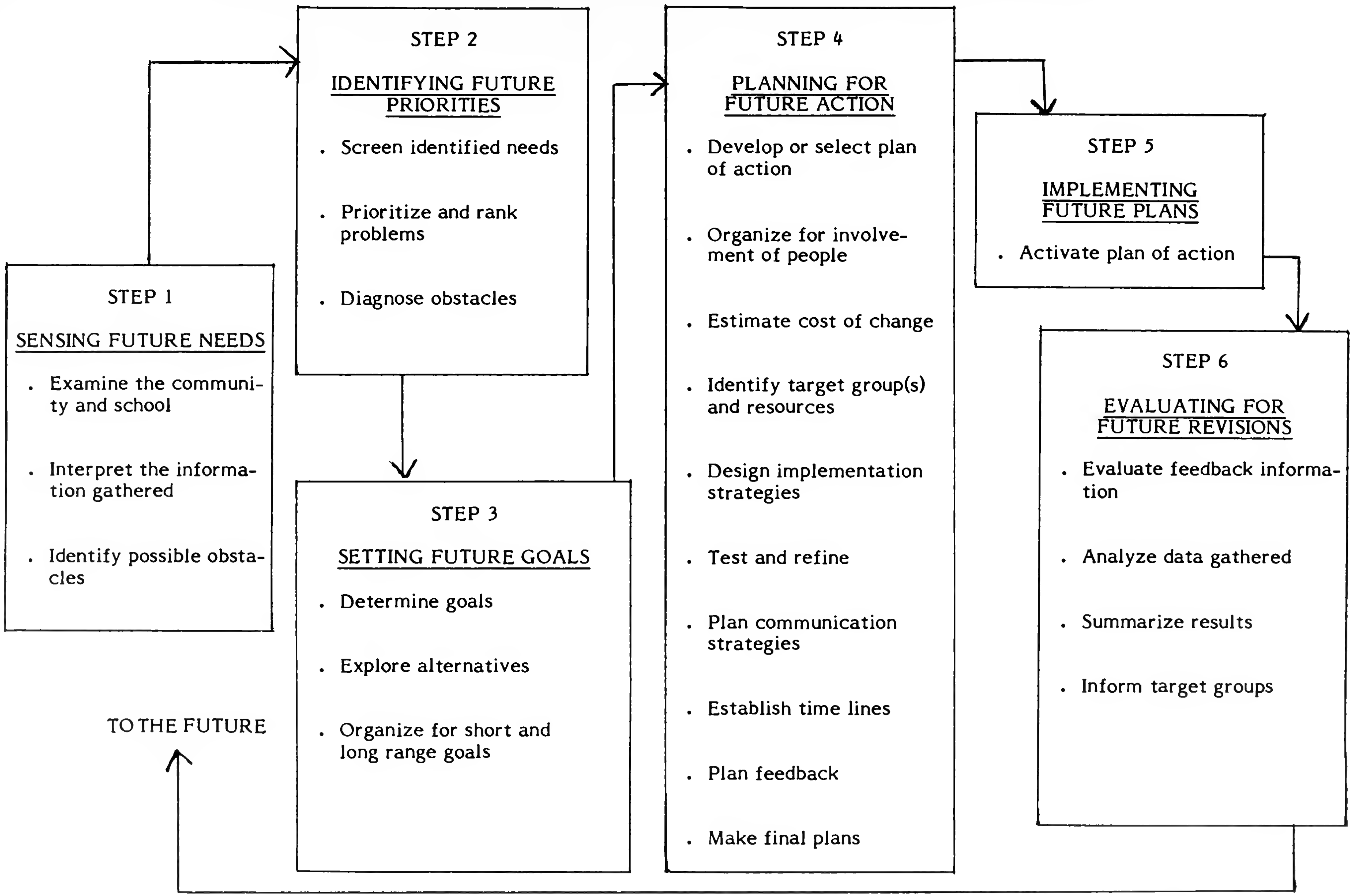
Step 3—Setting Goals

- Determine goals for needed change.
- Explore alternative possibilities for goals.
- Organize goals into long and short term.

Step 4—Planning for Action

- Develop or select the approach or system to be used in developing the plan of action.

THE CHANGE PROCESS



- Organize for involvement of people by
  a. Identifying opinion leaders in the target groups,
  b. Planning strategies for involvement of groups to assure acceptance of planned changes,
  c. Identifying necessary role changes, and
  d. Identifying responsibilities of each person to be involved in the change process.
- Estimate the cost to make the changes needed.
- Identify by target groups the needed and available resources to accomplish the change.
- Identify and plan implementation strategies.
- Establish time lines and secure resources needed.
- Plan feedback and in process modification techniques.
- Make final decisions for implementation of action plan.

Step 5—Implementing Plans
- Implement plan of action.
- Initiate the feedback system.
- Make modifications as needed.
- Activate communications system.
- Maintain records for time lines and resource allocations.
- Gather data on the system.
- Assess attitudinal changes by target groups to determine further modifications.

Step 6—Evaluating for Revisions
- Evaluate feedback information in terms of goals.
- Analyze data gathered for possible revisions.
- Keep target groups informed and involved in all steps.

Summary: How You Can Be a Change Agent

How to Decide If Change Should Occur
a. Needs—community—school
b. Resources—costs

How to Plan Your Strategies
a. Identify target
b. Timing—know the risks
c. Anticipate hazards—generate alternatives
d. Communication—target groups—own group

How to Involve and Be Involved
a. Initiate—start with self—then others
b. Persuader—reflector—open to ideas
c. Light fuse—manage
d. Involve others—delegate—solicit feedback

How to Assess and Revise
a. Receive input—revise—strengthen weak points
b. Re-think your plan—right time—prepare for action

How to Make the Most of Success
a. Build on your success—recognize individuals and groups
b. Advertise—tell others—show a strong image for goup
c. Plan for the future.

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If you would have things come your way, go after them.

ORIENTATION TO HOME ECONOMICS EDUCATION IN ARIZONA

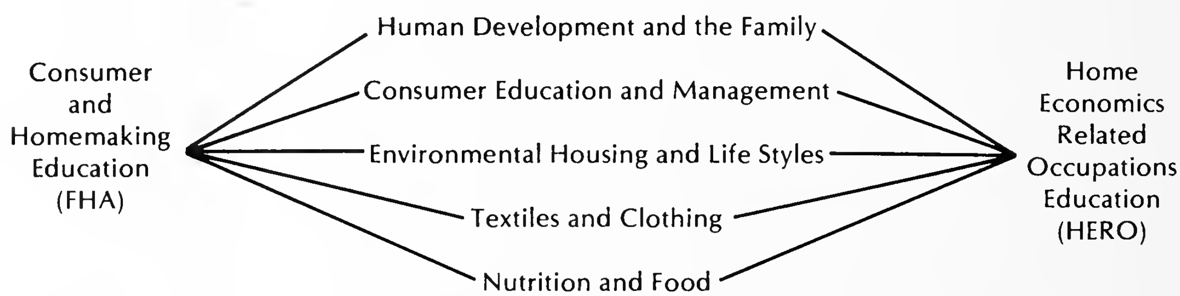
Clio S. Reinwald
Director
Home Economics Education
Arizona Department
of Education

Home Economics Education in Arizona is an integral part of Vocational Education. It likewise has many ties to General Education with staff participating in the primary project on Basic Skills of the Department of Education. It has three main purposes.

- Prepare youth and adults for home and family living in a society of consumers
- Prepare some youth and adults for employment in home economics related occupations
- Provide articulated programs for people in multiple roles

"Home Economics Education" as it is used here refers to both Home Economics Related Occupation Education and Consumer and Homemaking Education. The conceptual structure of Home Economics Education identifies the five basic content areas as shown below which provide the subject matter content for both programs.

CONCEPTUAL STRUCTURE



Two youth group organizations operate as co-curricular parts of the state-wide home economics education program. The Future Homemakers of America (FHA) youth group functions as a part of Consumer and Homemaking Education and Home Economics Related Occupations (HERO) as an integrated part of the occupational phase.

Considerable emphasis has been given to developing a broad program, yet one that is flexible enough to be adapted for very diverse populations. The chart below should convey some understanding of what is being offered to Arizona residents in home economics programs.

Each year the State staff, teacher educators, supervisors, community college staff, professional organization representatives, and classroom teachers have the opportunity to be involved in developing goals, objectives, and activities needed in their local situation.

The State Education Department believes its main purpose is to provide service to local educational organizations. In an effort to make home economics education personnel at all levels aware that there is help as close as the telephone, many resources are available from the state home economics office. Some of these services are listed below.

RESOURCES AVAILABLE TO LOCAL DISTRICTS

Educational Services

Curriculum Development
Evaluation and Monitoring
Facility Planning
Funding—Regular and Innovative
Technical Assistance

Curriculum Materials

Consumer Education (K-Adult)
Fiber, Fabric and Fashion (7-14)
Human Development and the Family (K-Adult)
Nutrition and Food (7-14)
Elementary Nutrition and Food (K-6)

• PROGRAMS •

OFFERED AT THESE LEVELS

• ELEMENTARY • SECONDARY • POSTSECONDARY • ADULT

INFORMATION

CONSUMER AND HOMEMAKING

Innovative and Regular Programs are designed to help individuals and families improve home environments and the quality of personal and family life.

Funding—Vocational Education Act

Part 5—Consumer and Homemaking

Courses include: futures, family living, nutrition and foods, clothing and textiles, child development, environmental housing and furnishings, consumer education.

Depressed Area Programs are designed to assist individuals residing in depressed areas or in areas of high unemployment in improving their quality of living and home environment.

Funding—Vocational Education Act

Part 5—Consumer and Homemaking (one-third)

Other agency involvement: local education agencies, Department of Corrections, Salvation Army, Comprehensive Employment Training Act, local governments, Department of Aging, Indian nations, churches, Center for the Blind, YWCA, retirement centers, nursing homes, Department of Economic Security, and other state and local agencies.

HOME ECONOMICS RELATED OCCUPATIONS

Exploratory Home Economics Programs assist sutdents in exploring careers through simulated classroom experiences and job exposure.

Funding—Vocational Education Act

(State funds only)
New Programs
Career Exploration Courses

Preparation and Coop Programs prepare individuals for gainful employment in areas related to food, clothing, community services, housing, children, the elderly, and hospitality occupations. Programs are developed cooperatively with business, industry, and related agencies to be held as simulated experiences in the classroom and in the community.

Funding—Vocational Education Act

Parts 2, Basic Program Improvement
3 & 4 New Programs
Handicapped/Disadvantaged
Co-op
Curriculum
In-Service

Courses include: HERO Preparation, Food Service, FEAST, Child Care, Fashion Careers, Interior Design Careers, and HERO Co-op

FIVE-YEAR GOALS

1.0 The planning system for home economics education for males and females at all educational levels provides:
   - Articulated educational programs
   - Instructional services and activities for all ages
   - Reduction of sex stereotyping and sex bias
   - Content areas as identified in Subpart 5, Section 150 (b) (1) P.L. 94-482
   - Expanded use of advisory committees
   - Program development and improvement
   - Modification and designing of programs and strategies to meet societal and employment needs and bring about planned change.

2.0 Professional development programs for home economics education personnel function according to needs identified through research, surveys, local requests, and assessment processes.

3.0 Ancillary services and activities are designed to provide leadership and assistance in the development, improvement, operation, and assessment of home economics education programs.

4.0 The two student organizations for home economics education function as integrated parts of the total program providing curriculum enrichment, career exploration, career preparation, preparation for family and community living and leadership activities.

5.0 Special emphasis is given to the two phases of home economics education to meet the needs of all ages of students to improve the quality of family life, to prepare for employment and assume their multiple roles.

Program Planning
In-Service Professional Development
Resource Libray

FHA in the Classroom (7-12)
HERO Framework (7-10)
HERO Handbook (11-12) HERO Helps—
Individualized Instruction (11-12) Advisory
Committee Development (all levels)

Needless to say, with all of this background and enthusiasm, with a 74% increase in enrollment in the past ten years, home economics educators have high hopes for what the next decade holds in developments in

- Human Development and the Family
- Nutrition Education and Food Use
- Consumer Education and Resource Management
- Outreach Programs for People with Special Needs, such as: Aged, Young Children, School-Age Parents, Single Parents, Handicapped, Educationally and Economically Disadvantaged, those in Correctional Institutions
- Hospitality and Food Service Education
- Women in Multiple Roles
- Energy Conservation and Use
- Computer Programs for the Home

Across the Editor's desk . . .

I recently received a kit to help consumers obtain redress which may be of interest to you and your students. It contains forms on which to write complaint letters, "fight back fact forms," and envelopes designed to get attention, along with ten suggestions for writing a letter that gets results, e.g., #2, "Send it to someone with power." The kit is published by Harper & Row and written by David C. Horowitz.

FIGHT BACK FACT FORM

Item:

Dealer Information
Dealer:
Address:
Phone:
Salesperson:

Product Information
Date Purchased:
Serial No.:
Model No.:
Cost:
Check #
Credit Card:
Cash:
Loan:

Guarantee/Warranty Facts
Kind of warranty ☐ Limited ☐ Full ☐ Implied ☐ Other:
Length of warranty:
Name and address of the service company:
Other information:

You Ripped Me Off...

and I Intend to Take Action'

1. I purchased the following ☐ product
☐ service
from you/your company on at
My complaint is

2. I feel that you can

Don't Bury This Letter
Your Company's Reputation Is At Stake!

Continued on back

3. I have enclosed a copy of the following: ☐ cc ☐ repa. ☐ corresp archase receipts advertisements ☐ other
I expect to hear from you by: (date) or I will take further action.

Name
Address
City
State
Phone

Produced by Jeremy Designs Inc. © 1979 David C Horowitz

I FIGHT BACK!

REDEFINING THE BASICS IN HOME ECONOMICS EDUCATION

(No photograph available)

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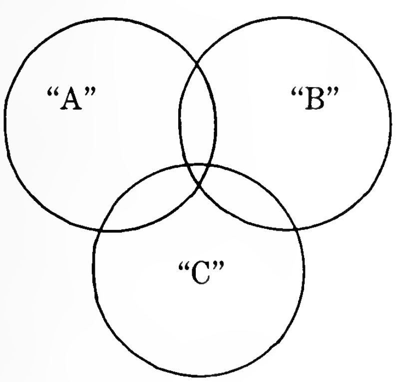
Educators are continuously pressured to be accountable for students' achievements. Beginning in the late 1960's, momentum has increased for support of the schools to re-emphasize the basics. The concept of the basics varies from a narrow concept of the 3 R's to one of life skills. The 1969 Association of Supervision and Curriculum Development Yearbook entitled *Life Skills in School and Society* emphasized the basic skills of: analytical thinking, flexibility, creativity, interactions with others, individuality and autonomy.[1] Focused on functional competencies for adult living, the Adult Performance Level Project (APL) revealed that approximately one-fifth of U.S. adults were functioning with difficulty in one or more of the general areas of: (1) consumer economics, (2) occupational or occupationally-related knowledge, (3) community resources, (4) health, and (5) government and law.[2] To further illustrate, the diversity in what are the basics was shown by a recent Gallup Poll which indicated that 83 percent of the public favored getting back to basics, 11 percent were opposed, and 6 percent gave no response. Robert C. Snider, an N.E.A. officer in referring to the poll stated, "Some respondents to the poll said they considered the basics to be reading, writing and arithmetic, while a substantial number said they thought basics were respect for teachers, good manners, obedience, proper dress, a return to the structured classroom and the old way of teaching."[3] Extreme diversity in interpretation of what are the 'basics' can so confuse educators and the general public that implementation becomes diffused and ineffectual.

The home economics section of the Arizona Division of Career and Vocational Education felt that rather than relying on conflicting points of view expressed in the literature and by professional educators, the general public should be contacted for their perceptions as to what are the basics in terms of essential living skills (ELS). Consequently, an extensive, three-year study was undertaken to identify the essential living skills of males and females in the major roles of family member, individual, and employed person. The conceptual model is shown in Figure 1. Since respondents would be indicating the importance of ELS for each of the three major roles, those essential living skills shared by two or more roles would also become evident.



A represents the essential living skills for family role
B represents those skills for the role of individual
C represents those skills for the employee role

Figure 1

[1] Louis J. Rubin, ed., *Life Skills in School and Society* 1969 Yearbook (Washington, D.C.: ASCD, NEA), p. 156.
[2] Charles R. Kelso, director, *Adult Functional Competency: A Summary* (Austin, Texas: University of Texas, March 1975), pp. B1, B7.
[3] "Basic Skills Concept is Puzzler to Public," *Arizona Republic*, February 3, 1978, pp. 6-7.

Utilizing a literature search, judgment panels and field tests, an instrument was developed consisting of eighty-seven essential living skills pertaining to the three major roles. A multi-stage sampling procedure was utilized for the final data collection from the state. To assure representations of all occupations, contact with the various types of businesses was utilized. The businesses were classified as: trade, government, construction, mining, finance, agriculture, service, manufacturing, transportation, and public utilities. The occupations were professional managers, sales workers, clerical workers, craftsmen, operatives, laborers, service workers, and private household workers. There was a total of 2636 businesses contacted providing a total of 2416 females and 2513 males in the final sample. The essential living skills for the three roles were identified for females by females, and males by males; in addition, perceptions of essential skills for the opposite sex were secured. Approximately one-half of the males reported what essential living skills were seen as important for females for each of the three roles and a little less than one-half of the females responded as to what they perceived as important for males. Criteria for respondents were: (1) respondent be employed and (2) sharing the household with at least one other person.

All subjects were grouped by demographic variables of county of residence, age, sex, marital status, work experience, type of dwelling, family and personal income, ages of household members, education and occupation. Responses were then examined to locate differences and commonalities. All of the skills were seen as important. This importance varied from only one to all subgroups as delineated by the demographic factors. Sixty percent concurrence by all members of a subgroup was necessary before the ELS was considered as continuing to be important. For each of the three roles, over one-half of the respondents noted as important four essential living skills: "do extra work," "accept responsibility," "meet time schedules," and "plan and organize." In contrast, there were four essential living skills noted as not important for any of the three roles. These were: "apply for temporary leave," "grow food," "provide substitute care," and "use public assistance." The essential living skills viewed as important for the family role by over one-half of the respondents were:

1. Plan for distribution of property
2. Get legal titles
3. Plan meals
4. Buy car
5. Keep records
6. Care for children
7. Maintain car
8. Maintain health
9. Clean home
10. Store food
11. Understand advertising
12. Share responsibility
13. Care for elderly
14. Arrange for public utilities
15. Time for eating
16. Get along with relatives
17. Care for clothes
18. Get along with family
19. Protect health of self
20. Plan for spending money
21. Use a checking account
22. Make home comfortable
23. Select and buy food
24. Care of outside of house
25. Visit with friends
26. Exchange of ideas
27. Make home attractive
28. Care for sick
29. Pay bills
30. Get insurance
31. Serve food
32. Get housing
33. Set goals
34. Get ready for retirement
35. Follow safety rules
36. Do extra work
37. Do house repairs
38. Prepare food
39. Get house furnished
40. Clean up after meals
41. Plan clothing needs
42. Accept responsibility
43. Direct family members
44. Have family
45. Meet time schedules
46. Plan and organize
47. Do job and home responsibility
48. Get along with neighbors

Of these, all except three, numbers 6, 31, and 33, were also noted as important for the individual role. In addition, for the individual role, the respondents selected skills of:

49. Keep job skills
50. Accept authority
51. Listen to radio
52. Judge information
53. Get along with others
54. Read for information
55. Keep up on new information
56. Attend concerts
57. Work independently
58. Protect self
59. Use social security services
60. Read for pleasure

61. Use money order
62. Make or fix clothes
63. Get involved in political activity
64. Use arithmetic skills
65. Locate job
66. Use writing skills
67. Meet required standards
68. Select one to live with
69. Leave job
70. Listen to and follow directions
71. Be able to sleep
72. Make friends
73. Can/freeze/dry food
74. Apply for unemployment compensation
75. Work under pressure
76. Prepare for job mobility
77. Continue education
78. Select and buy clothes
79. Watch TV
80. Follow work rules

Of these numbers 49, 53, 65, 67, 69, 75, 76, and 80 were perceived as also being important for the employee role. One essential living skill, *supervise help*, was seen as important for only the employee role.

In examining the patterns of responses, it is obvious that the subjects were concerned with skills dealing with maintaining individual and family roles, and saw relatively few skills needed for the employee role. Generally, the selected skills dealt with finance, housing, clothing, feeding, transportation, physical aspects, social activities and interaction of family members, personal activities, and job skills of getting, keeping, and leaving a job.

Vocational education is concerned with more than developing students' salable skills or those for the employee role, and in addition vocational educators must be sensitive to the need to help individuals maximize their achievement in personal and family roles, as these roles are interdependent. Success in one role is difficult to achieve without success in the other roles.

Home economics educators at all levels need to be alert to the possibilities of using the concepts of essential living skills for improving programs. Some questions that secondary home economics teachers may need to ask themselves are:

1. Where and how are these essential skills being emphasized in the home economics curriculum?
2. How can home economics teachers work with other vocational teachers to develop these skills?
3. Where should these skills be introduced into the learning process and how should they be incorporated to support transfer of learning?

Incorporating the essential living skills but ignoring these questions can easily result in changes that may offer little constructive improvement and could prove to have a negative impact on curriculum. Caution needs to be exercised to avoid monotonous repetition and overemphasis on the "basics" to the detriment of other important subject matter concepts. The "basics" approach does not automatically imply that existing programs are inadequate. Special care needs to be exercised that those portions of current programs which are meeting the objectives are not discarded during any change process.

Did you know . . .

that between 1950 and 1976, the rate of death by suicide for white males, ages 15–19, increased 260%?

that between 1959 and 1976, the rate of death by homicide for white males, ages 15–19, increased 177%?

that between 1950 and 1976, the estimated number of illegitimate births for unmarried white females, ages 15–19, increased 143%?

that 72% of the 7th grade boys in an affluent suburban community had begun drinking alcoholic beverages?

that 30% of males used marijuana before 10th grade?

(from Vol. 1, No. 2, p. 12, of *Character: A Periodical about the Public and Private Policies Shaping Amerian Youth*, December 1979. For sources write Editor, *Character*, 1245 W. Westgate Terrace, Chicago, IL 60607)

FOCUSING OCCUPATIONAL HOME ECONOMICS ON THE FUTURE

Barbara A. Border
Specialist
Home Economics Education
Arizona Department
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"What is coco painting?" asks a student watching a chef demonstrating this art at the National Home Economics Occupations Conference.

The chef pauses briefly to describe how the painting is used on pastillage to create a small scene or image. He discusses how this is used by resorts and fine restaurants as part of the image of elegance they wish to provide. "Would you like to try it?" the chef asks. "Would I ever!" says the student. "Okay, sit over here and take the brush. . . ."

Chefs, maitre d's, child psychologists, florists, fashion models, etc., were demonstrating and assisting students to learn occupational skills in thirty-one different workshops at the National Conference (see list on page 189).

Students were learning skills beyond those usually offered in job placement or classrooms. The objective was to make a beginning and to inspire students to go back to the classroom or the job and strive for greater mastery. Some began learning skills which would help gain promotions in their employment where specialties are desired.

For success in such a conference students have already mastered basic occupational skills and have work experience, and competent instructors from industry are needed who are interested in helping students already involved in their business. When these business and trades people know it will be more than just an exploratory experience by novices, they are often willing to give their time freely.

These sessions for students were a major part of the Home Economics Occupations Conference held in Arizona during October, 1979. Separate sessions were held for teacher educators, supervisors, and teachers. They shared ideas on in-service education for teachers, classroom materials, and structures for occupational programs. This group also wanted to view how students were involved with the competent industry specialist.

How did such a conference for eight hundred people from nineteen states come about? Home Economics has changed over the last ten years and occupational programs have been blossoming across the United States. No longer is this a small, inconsequential element with a doubtful future.

Some still feel that the occupational area has little importance in relation to the major role of family life, but the evidence points in that direction. With about three out of five women working outside the home today, and about two-thirds of these with children, life has changed. Many mothers no longer have the privilege of caring for children and maintaining the home as an exclusive role. Yet, many of these homemaking skills, with some modification, may serve in the world of work.

The increases in cooperative education, laboratory simulations, and exploration programs are tremendous, and reasons for this growth include the increased numbers of women working, attitudes toward societal roles, and the changing needs of families, especially for day care and food service.

Basic courses in Consumer and Homemaking provide the first step of occupational programs. Then competencies related to job skills in food service, child care, care of the elderly, floral design, and others need to be taught, practiced, and applied to situations as nearly like the specific job clusters in the working world as possible. Along with these specific job skills, employability skills of finding a job, interviewing, and advancing toward career goals also need to be incorporated in the program.

Teachers, supervisors, and teacher educators who have been involved in occupational programs are excited about the progress which has been made but they also identify problems. Some of these include the need for more preparation as a teacher in specific job skill areas, curriculum which is realistic for the working world of today, methods to excite students

and to develop pride in job skills for service occupations, and a network to share ideas and generate new thoughts.

Based on these premises, teachers, state supervisors, and teacher educators determined that an occupational conference was needed to find out the present state of the art, the needs, and the direction ahead. The first meeting was held in Denver, Colorado, with sixteen states attending in 1977. Ideas were shared, and another meeting was set to plan a large conference which would include students. This next meeting took place in Minneapolis, Minnesota, along with a U.S. Office of Education Conference in 1978. Over seventy people worked two evenings determining what this conference for adults and students would be like. From this structure, the conference was held in Arizona to which state supervisors and teacher educators were invited. Future plans include a conference in Colorado next year and in Kansas the following year.

What does this mean to you as a teacher? Can it help you find ways to have exciting experiences for students in Home Economics Occupations, to help them experience success? They need our help in seeing career ladders to higher level jobs, as well as entry level ones. We need to help them identify their competency levels and help them achieve as many of these as possible. But most of all, it means we, as teachers, must be competent in work experiences and excited about the field. It is indeed contagious!

It's up to each of us to share, to invent, to create. Societal roles do change and if home economists do not meet this challenge, someone else will. Let's look forward and make this future bright!

WORKSHOPS

Food Service
Flaming
Ice Carving
Canapes
Garnishes
Pastries
Cake Decorating
Coco Painting on Postillage
Microwave Cooking
Meat Glazing and Decoration
How to Do a Professional Demonstration
Food Service With Love for Institutions

Fashion
Coordination of Fashion and Accessories
Inner and Outer You

Interior Design
Trends and Use of Fabrics, Furniture for Interiors
Art for the Home

Floral Design
Basic Floral Design
Advanced Floral Design
Loving Care for Plants
Corsages and Boutonnieres

Child Care
Creative Activities in Art
Outdoor Games and Recreation
Puppets and Drama
Disciplining Children
Materials for Developing Teaching Tools
Decorating Classrooms for Small Children

Special Education Child Care
Working with Special Children in Physical Education
Working with a Social Agency with Special Children

Care of the Elderly
Loving and Living with the Aged

Other Related Occupations
Cosmetology
Paramedics
Self-Defense for Public Officers

Following rules is a substitute for thinking.
Ledyard R. Tucker

Shirley H. Taylor

What can I teach in Single Survival that will be interesting and valuable for students?

How can we articulate programs so that some students do not have to repeat learnings and yet serve the needs of other students who haven't had home economics before?

Can you help with classroom management? I can't cope with . . .

I have this NEAT idea . . . I need to talk it over. Would you listen?

How do other teachers manage to teach mainstreamed and "regular" students without slighting one group?

When is the next professional meeting in our district?

How do I go about writing a proposal for fundung an innovative program?

In ARIZONA, a place to start to look for answers is to

ASK THE IN-SERVICE TEACHER EDUCATOR

This does not mean that in-service education personnel have all the answers. It does mean that they will work with teachers as they search for possible solutions to questions about home economics programs. Nine years ago, a plan for in-service teacher education was initiated to facilitate quality vocational home economics programs in Arizona. The purpose of this plan was to assist new and tenured teachers to up-grade and up-date their teaching competencies through in-service teacher education projects. It is felt that these projects have been and continue to be successful and highly productive. Teachers, college faculty and State Department personnel work together to meet the challenges of building programs to serve changing needs of students and communities within our state.

Project Description

This statewide supportive system for home economics teachers is funded by the Arizona Department of Education on an annual request-for-proposal basis. Each of three in-service projects is based at a state university which is centrally located within the geographical area to be served. Because each project serves different populations, the proposals are tailored to fit the needs of teachers in that particular area. One serves teachers in a sparsely settled, mostly rural area; the second serves metropolitan teachers; the third serves a densely populated area and a widely scattered rural population.

Approaches

In order to meet the needs of teachers in such diverse teaching situations, different approaches are used to reach teachers and to promote their professional growth.

Advisory committees make recommendations and counsel each project. These committees are made up of teachers from a variety of programs, administrators, counselors, local and county coordinators of vocational education. Their input concerning educational trends and teacher, student and community needs has proven invaluable. Advisory committees can be helpful to all programs from the local to statewide level. (If you don't have one, you are missing out on a lot of good help!)

Individual conferences address a specific need or concern as identified by the teacher and/or administrator of a program. These conferences are held in the school's home economics department, in the project office or some other feasible location. One-to-one contacts can be highly productive if a specific problem is identified, addressed and evaluated. Due to travel distances and limited time available to teachers during the school day, this approach may be costly. These conferences are often followed up with a letter or phone call.

Newsletters or *circulars* are published several times yearly. They serve as a means of notifying teachers of meetings, workshops or courses on home economics content and/or

education, of making participants aware of innovative programs or specific tips and of sharing pertinent materials.

Surveys and *evaluations* are used to pinpoint the teachers' concerns and to get feedback concerning project activities. Information received is used as a basis for planning project activities and making decisions as the proposal is written each year. Teachers who have had input are much more willing to participate!

Training sessions, workshops and *regional area meetings* focus on teachers' identified concerns. According to topic, meeting(s) may be a one-time activity of an hour or so or a series of sessions. These sessions may be conducted by the in-service teacher educator, an experienced teacher, or personnel from one of several specialized in-service projects across the state. (Major foci of these specialized projects include the use of advisory committees, how to teach mainstreamed students, development of curricula and how to work with vocational student organizations.) Teachers gain not only from the content presented, but also from interaction with other professionals.

Reference materials are available on a loan basis. Each project maintains a small library of books, filmstrips, curriculum guides and teaching units which may be borrowed for reference and/or classroom use. This project service is used frequently to supplement materials available locally and to vary teaching methods with only the cost of return mailing.

Roles

The major role of the project teacher educator is that of *resource person.* In this supportive role, the teacher educator gives assistance in which the problem is identified and the teacher(s) and teacher educator cooperatively seek possible solutions to the problem. Examples of situations on which work might be done are: curriculum revision to meet local needs, determination of scope and sequence for programs in various schools within a district, updating information in a particular content area, evaluation of program and/or teaching (at teacher's request!) and consideration of professional problems. The teacher educator also works with teachers, school administrators and vocational coordinators in making recommendations concerning local program development.

Another role of the teacher educator is that of *liaison* among teachers, college faculty and State Department personnel. The teacher educator has the opportunity to become acquainted with administrators, teachers and the various local programs as well as being in close communication with personnel in the Home Economics Division of the State Department. This facilitates a two-way communication system in which all concerned are able to work together cooperatively for the improvement of vocational home economics programs across the state.

Evaluations

Evaluations serve as a basis for reports and future planning. Activities are individually evaluated by participants at the time of the presentation. Each project is evaluated annually by participating teachers as to the overall effectiveness of activities and services offered. Teachers who have participated and those who have not are surveyed in order to assess needs as perceived by all potential recipients.

BEATING THE BURNOUT—REVITALIZING YOURSELF AS A TEACHER

Barbara A. Border
Specialist
Arizona Department of Education

Have you ever wanted to just get away from school and classes for a day or two to revitalize both yourself and your program? We felt such a need in Arizona with our HERO programs.

Occupational programs had come a long way since our first ones began in 1968, so it was time to shift gears by the early spring of 1978. We knew we needed as many of us together as possible to look creatively at our future. Therefore, the first step was to secure the money to pay for substitute teachers, travel, part of the resort fees, and a speaker.

A proposal was written to request occupational monies from Part 2, teacher education, to secure funds. The project was funded through a university.

As we established the program, we thought about the following aspects:

COMMON PURPOSE

A group of teachers and its leadership must feel that they have a goal to accomplish, a common purpose, and a need to change.

INSPIRATIONAL SETTING

The place for the meeting should be recreational, informal, and away from "civilization."

TIMING

Revitalization may work best when all are at their lowest ebb—at the end of the semester, when the weather is dreary, or the beginning of spring when rebirth seems possible.

SCHEDULE

A two-day period is needed for individuals to work together and play together to bring about rejuvenation of self, friendships, and new direction for the program. The schedule might look like this:

First Day
Morning—Motivational speaker (from outside your group).
- Changes for the future materials and discussion (total group).
- Recreation—tennis, swimming, hiking, boating, etc.

Lunch
Afternoon—Goals and new directions. Exploration of ideas (small groups).
- Recreation

Evening—Dinner
- Work groups
- Entertainment together as a group.

Second Day
Morning—Breakfast
- Recreation
- Total group react to small group reports
- Refining of goals and directions. Defining work to be accomplished by groups after conference ends.
- Lunch

Afternoon—Work groups
- Recreation
- Summarizing session

The two-day program must look like a recreation schedule with time between rejuvenation workouts structured into work sessions. It needs to be open-ended to indicate that decisions of consequence will be made about future directions at this meeting.

PEOPLE TO INCLUDE

Teacher educators, local and state supervisors, advisory board members, and others who will broaden the thinking or who need to know the needs of the group should be included. However, categories of people who would seem to inhibit thinking or are too powerful should not be included at this time.

All those especially invited should have roles which can most benefit the group.

One of our teacher educators served as an evaluator, another as a troubleshooter keeping groups on target, another as recreation director. They contributed and raised the level of the efforts. Supervisors provided for the follow-through of information and group meetings after the revitalization session.

WHO BENEFITS

Comments by participating teachers indicated how much they felt was accomplished because they were at a famous resort away from towns and cities, regular schedules, and had recreation throughout the day and evening. One teacher commented she never had time to get tired of meetings because the recreation was planned for morning, afternoon, and evening.

Since 1978 FHA has held two such revitalization sessions for teachers, utilizing Consumer and Homemaking funds. Teachers feel these have helped them to make a real mark toward involvement in the total program development efforts.

HERO teachers in Arizona were so thrilled with their achievements from 1978 that they plan to have a Rejuvenation II in the next few months. If monies are not available for the occupational teachers, they have unanimously decided it is worth paying for themselves—so Castle Hot Springs, here we come!!!

Doris E. Manning
Home Economics Education
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WHAT'S YOUR CULTURAL LITERACY SCORE?

The "ideal" of the U.S. as a "melting pot" is no more—if it ever was! Instead, various cultural/ethnic groups provide rich diversity to the American scene. Furthermore, cultural groups are working to retain or revive their cultural patterns.

Cultural diversity among learners in home economics provides opportunities and creates problems for home economics teachers. A great many teachers come from middle class backgrounds, and what is relevant for them may have little relevance for some of their learners. The home economics teacher needs to become culturally literate in order to make home economics content valuable for learners from other cultures.

How does one become culturally literate? *Step one* is to become conscious of one's own culture. Are we aware of people in our own culture and

1. how they interact,
2. who they associate with,
3. how they provide for their subsistence,
4. what are their cultural patterns related to sexuality,
5. how they define territory,
6. what are their concepts of time,
7. what are their practices and values with respect to learning,
8. how they play,
9. how they protect themselves against illness, and
10. how they use their environmental resources?

If we pair each of these concepts with every other we have what the anthropologist Hall called a Map of Culture.[1] For instance, if we pair play with territory, we are considering where people play—recreational areas. Or pairing subsistence with time we think about when we eat and sleep, or with territory and we think about where we eat and sleep.

Insight into one's own culture is essential in enlarging recognition of own values, social role expectations, frustration and tolerance levels and ability to work with learners who are culturally different. Hence, selecting an area of the Map of Culture and studying our own practices and attitudes can help us to become more literate of other cultures. Caution: We can't study all 99 areas at once!

Step two is to begin to analyze selected areas of another culture. We will probably find different cultures represented in our own classroom, so by listening to and sharing with learners we can become more culturally literate.

To analyze a target culture we need some cultural anthropology concepts, skills and techniques. One of the main concepts we'll deal with is the concept of culture itself.

(1) What is the informal culture of the target group, their mores and folkways? What special foods do they serve on festive occasions? How do they celebrate birthdays and weddings? Who makes major decisions in the family? How are children disciplined?

(2) What is the formal culture of the group? How are they governed? What are the precepts of their religion? What are their rules or laws governing education?

(3) What are the characteristics of their technical culture? What fuel is used for food preparation? What equipment do they have for food preparation, laundry, cleaning, care and construction of clothing, storage?

(4) How are the concepts about informal, formal and technical culture transmitted to the young? Hopi Indian children learn to be "Hopi" through the stories told them about the hand

The concepts in this article are from a model for a Cultural Literacy Laboratory developed by Herbert B. Wilson and Associates, College of Education, The University of Arizona.

[1]Edward T. Hall, *The Silent Language* (Greenwich: Fawcett-Publications, Inc., 1959).

carved "dolls" which Kachina dancers bring them at the "home dance" late each summer. How have learners in *our* classes acquired their culture?

In addition to verbal communication, we can examine nonverbal as well. For example, what paralanguage—tone, decibels, gestures, grunts, sighs, etc.—are used in the target culture? What signs and symbols? For example, the cow on the "cattle crossing" warning signs in Southern Brazil all have humps because most of the cattle in that area are Brahma.

We'll be dealing with a range of information, some of which is public and a lot of which is confidential. There is information that is private and some that is secret. How we acquire and protect information varies according to its classification.

Most of our information will come from what anthropologists call an "informant," someone in the target culture who is knowledgeable about and exposed to information about the culture and who is willing to share it with us. Learners in our classes are natural informants, and our listening, questioning and sharing skills will help us learn more about them. If we enlist informants of both sexes, from different socioeconomic ranges, of different ages and different educational levels we can gain a fairer picture of the culture. Just as practices and attitudes vary according to these factors in our culture, so do they vary in other cultures.

With these informants we'll employ different kinds of questions—open-ended, reflective, summary, and problem questions. Our use of these types of questions will increase our knowledge and reduce blind spots and secrets. By giving and receiving feedback, we can share some of our culture with our informants and thus encourage them to share theirs.

Step three. As we try to describe objectively what we have learned, we may find it advantageous to write the information about the various aspects of the culture we want to learn about. Once we've marshalled our facts, we can then record our subjective feelings and inferences.

This will illustrate the differences that may exist between what we observed objectively and how we reacted subjectively. It's this distance which tends to cause cross-cultural communication problems. A culturally literate teacher creates bridges between cultures. For example, when we learn what is served for breakfast in the learners' cultures and in our own culture, we can analyze all the patterns for nutrient content and decide what supplements are needed and what culturally acceptable ways there are of adding the necessary nutrients.

Last, we can analyze our observations and summarize our conclusions. What conflicts exist among the cultures represented in our classes, including our own culture? Is there a discrepancy between home economics content and the cultures in our classes? Should we teach clothing construction in areas where only one family in 25 owns a sewing machine? Maybe teaching repair of clothing is more appropriate. Then we have time to spend on parenting in this area where child abuse is a problem!

It feels good to be culturally literate! But we can't stop there. A culturally literate educator also:

- relates the curriculum and instruction to improve or maintain the self-concept of the learner
- uses instructional materials and media which minimize the discontinuity between the culture of the learner and the school culture
- teaches to develop cognitive and affective skills that have meaning and utility for culturally different learners
- uses multicultural resources available in the learners' population and environment
- develops home-school relations which result in minimal interference between target culture and school culture
- interrelates comfortably with learners and other members of the target culture
- recognizes own limitations of teaching in a culture different from one's own.

Acquiring skills in cross-cultural analysis and communication will improve educational opportunities for our learners, and traveling the road to cultural literacy can be interesting and enjoyable.

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Joyce Ann Billotte
Project Specialist
University of Arizona

ATTENTION!

ADVISORY COMMITTEE AHEAD

Is there an advisory committee in the future for your home economics program? Who can help you teach learners to move from school to the world of work and from family to community life? Who will give support when your program is involved in accountability, re-funding or expansion? The members of your advisory committee! They can do all this and more.

What an active advisory council requires from the teacher is to get them started, listen to and consider their advice, and keep them involved. The benefits outweigh the costs, and once one is committed to the idea of an advisory committee, the task can be divided into manageable steps. The form on page 199, "First Steps in Organizing Your Own Advisory Commiittee,"[1] may be helpful.

1. DETERMINING THE PURPOSES OF AN ADVISORY COMMITTEE

What do we want to ask for advice about? If we choose only a few priority purposes or functions for a first-year committee, members will have a clear picture of what they are to do. As they become more experienced and as priority problems are solved, the committee can take on more functions.

What purposes or functions do we want our advisory committee to fulfill? (See Section A of the form.) The following may be suggestive:

- supplying job and career information
- providing curricula advice
- evaluating programs
- reviewing facilities
- surveying community needs
- developing job placement
- interpreting programs to the community
- supporting student organizations
- supporting scholarships and awards
- developing student selection criteria
- determining general teacher qualifications
- supporting appropriations and legislation
- recommending and communicating
- implementing and recommendations
- following-up recommendations
- other[2]

What type of advisory committee do we want? (See Section B of the form.) There are advantages and disadvantages of each type.

What steps, and target dates for each, do we need to take in order to get administrative approval to establish an advisory committee? (See Section C of the form.) The purposes we listed for our advisory committee may show the administrator how beneficial an advisory committee will be.

The procedures discussed in this article were developed during a project funded by the Arizona Department of Education and conducted at the University of Arizona, Home Economics Education.

[1]Joyce Ann Billotte and Doris E. Manning, *Attention! Advisory Committee Ahead* (Tucson, Arizona, 1978), pp. 8-11.

[2]Arizona State Advisory Council on Vocational Education, *Advise for Action* (Phoenix, Arizona, 1977-78), p. 9.

2. SELECTING ADVISORY COMMITTEE MEMBERS

We want to have advisory committee members that represent a cross section of the community that our program serves. To keep the committee to a manageable size, we ask people who can represent more than one viewpoint. We probably would want the following to be represented:

business } potential employers
industry
labor
parents
students
program completers
program learners
content specialists

The names of administrators, community leaders and business people from whom we will seek recommendations for advisory committee members can be written in Section D of the form.

What specific characteristics, important in our community, do we want our advisory committee members to have. (See Section E of the form.) Having the names of potential committee members across the top of the form, we can have a working matrix or checklist to guide the selection of the last few members.

Shall we ask each member to serve by letter, in person or by telephone? (See Section F.)

What is the best way to confirm members' appointments to the committee? (See Section G.) For example, should it be a letter from the board of education, superintendent, principal, director of instruction or vocational director?

How can we publicize our advisory committee to our important publics: students, parents, school counselors, district administrators, potential employers, and anyone interested in education in our community? (See Section H.)

3. ORIENTING THE ADVISORY COMMITTEE

We will want to arrange an orientation to our program and a tour of facilities for our advisory committee members. Depending on their past involvement and the size and complexity of our program, this could be done in conjunction with the first meeting or at a separate time before the first meeting.

4. HOLDING THE FIRST MEETING

In planning for a smoothly run first meeting, we'll make decisions about time, room, arrangements, nametags or placecards, refreshments, student hosts, and folders or notebooks for each member. Attention to these items will help break the ice quickly and make committee members feel more comfortable in their new roles as advisors to our program.

We'll decide on the most important purposes for the first meeting (see Section I) and then develop an agenda that will be completed in a reasonable length of time. (See Section J.)

We'll send notices of the meeting and agenda to the members and follow up with a friendly telephone call. For the first meeting it will be helpful for the teacher to act as temporary chairperson and to ask a school representative to be recorder.

It may be advantageous to elect a non-school member of the committee as chairperson promptly. An advisory committee has been defined by some as "a group of individuals from outside the field of education with specific knowledge and expertise, organized to advise . . . educators"[3]; hence, the need for a chairperson who is not defined as an educator.

Setting a definite length of service of committee members will provide opportunity for turnover, and staggered terms after the first year will assure that there are always experienced members serving.

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[3]*Ibid.*, p. 3.

5. DEVELOPING A YEAR'S PROGRAM OF WORK

We can use discussion, ranking, voting or other group methods to select priorities for the committee's first year's work. At the meeting to develop a program of work, the committee may want to consider the following suggestions:

select program goals and objectives
assist in evaluation of the program and facilities
study and form action groups around community problems
establish procedures for the program
conduct job or community surveys
assist in activities of the program and student organization
publicize program activities and accomplishments
make suggestions regarding fund-raising, further training, work standards, etc.[4]

6. MAINTAINING AN ACTIVE ADVISORY COMMITTEE

The most important means of maintaining an active advisory council is to listen to their recommendations and to implement them when feasible. When committee members see that their expertise is being used in a constructive manner, they will continue to be eager to help. The following are suggestions for carrying out their recommendations:

- consider their advice when deciding on teaching style and course content
- communicate their advice personally or via copies of minutes and reports to important others—counselors, administrators, parents, students, teachers, school board members, potential employers, legislators
- hold joint meetings with other groups who can help carry out recommendations—school board, Parent-Teacher Association board, employer and employee organizations, civic organizations, state department of education representatives
- involve students in carrying out the advisory committee's recommendations as much as possible

Regular meetings help to keep an advisory committee active, involved, and aware, but too frequent meetings may make them feel overburdened. For each meeting we'll have an important purpose, adhere to the agenda and time schedule, and provide for open discussion and problem-solving. We'll distribute minutes and reports promptly, and we'll contact individual members between meetings to assist in their special areas of expertise.

We'll also want to recognize the time and effort our advisory committee members have put into our program. Possible methods of recognition include:

giving certificates, letters, banquets
seeking school board resolutions of appreciation
providing news releases for community media as well as the committee members' business publications
inviting members to attend special events, inspect facilities, visit students on the job or in class
thanking members at education, civic, business, and labor meetings and assemblies
printing members' names in school catalogs
stating at regular meetings ways members have been of service

7. GETTING HELP NOW AND IN THE FUTURE

There are several sources of assistance and support that we can tap in planning, establishing and maintaining our advisory committee. People who have had experience with advisory

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[4]San Diego County Department of Education, *A Guide for Community School Advisory Councils* (San Diego, California, 1975).

FIRST STEPS IN ORGANIZING YOUR OWN ADVISORY COMMITTEE

FILL IN THE BLANKS AFTER EACH OF THE FOLLOWING QUESTIONS, AND YOU'LL HAVE YOUR PLANS FOR ESTABLISHING AN ADVISORY COMMITTEE

A. What functions do I want my advisory committee to fulfill? — Item Completed ______

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________

B. What type of advisory committee do I want? (Check at least 2 items.) — Item Completed ______

- ______ departmental (vocational)
- ______ HERO (occupational)
- ______ one subject matter area (e.g., child care)
- ______ special (funded) project (e.g., Depressed Area grant)
- ______ for one school
- ______ for several schools (district-wide)
- ______ for junior high school
- ______ for high school
- ______ for community college
- ______ continuous (permanent)
- ______ ad hoc, steering, or special (temporary)

FOR THE FOLLOWING ITEMS, WRITE A DATE INTO THE BOX LABELED "TARGET DATE". THESE PLANS CAN THEN BE USED AS A "CALENDAR" TO REMIND YOU OF IMPORTANT ITEMS TO COMPLETE.

C. What steps will I take to get administrative approval?

	Target Date	Item Completed
1. ______________________		______
2. ______________________		______
3. ______________________		______
4. ______________________		______
5. ______________________		______

D. Who will I contact for suggestions for advisory committee members?

1. ______________________		______
2. ______________________		______
3. ______________________		______
4. ______________________		______
5. ______________________		______

E. What specific characteristics (e.g., parent of a student, owner of small business) do I want in at least one of my advisory committee members? (Include race, sex, age, geographical location, etc.)

	NAME OF POTENTIAL MEMBER					
1.						
2.						
3.						
4.						
5.						
6.						
7.						

F. How will I ask potential members to serve on my advisory committee?

Target Date | Item Completed

G. How will I confirm for potential members their appointment to serve on my advisory committee?

H. How will I let important persons ana members of the community know about my advisory committee?

I.

What purposes do I have for the first meeting? (e.g., explain present home economics programs, course offerings and policies)	What outcomes do I want for the first meeting? (e.g., advisory committee members will use this information in making future recommendations for improvement)	Target Date: / Item Completed
1.	1.	
2.	2.	
3.	3.	
4.	4.	
5.	5.	

J. List the agenda for the first meeting here:

Item	Preparation Needed (e.g., acquiring speakers, materials, methods)	Target Date for Preparation	Preparation Completed
1. ______	______	[ ]	______
2. ______	______	[ ]	______
3. ______	______	[ ]	______
4. ______	______	[ ]	______
5. ______	______	[ ]	______
6. ______	______	[ ]	______
7. ______	______	[ ]	______
8. ______	______	[ ]	______
9. ______	______	[ ]	______
10. ______	______	[ ]	______

CHECKLIST FOR ASKING POTENTIAL ADVISORY COMMITTEE MEMBER TO SERVE

Did you:	Yes	No
1. Make the purpose of the advisory committee clear?	____	____
2. Explain accurately the potential member's responsibilities?	____	____
3. Give the potential member adequate time to consider the invitation?	____	____
4. Explain the purpose of the first advisory committee meeting?	____	____
5. Tell details of the meeting: place, time, etc.?	____	____
6. Provide a convenient method for the potential member to reply to the invitation?	____	____
7. Behave in a friendly fashion at all times?	____	____
8. Use nonverbal and verbal communication to indicate enthusiasm for the work and its importance?	____	____
9. Listen to and respect the opinions and viewpoints of the potential member?	____	____
10. Accept compliments, criticisms, acceptances and/or rejections graciously?	____	____

11. Other comments: ______________________________

____

____

____

____

____

Developed by: Joyce Ann Billotte, Home Economics Education, University of Arizona, Tucson, Arizona, 1978.

committees and are willing to help include:

state advisory committee
in-service teacher educator
vocational director
district supervisor or coordinator
state department of education staff

Our professional organizations often have publications on advisory committees, and our professional libraries and state department of education may have references.

The rewards of an active, concerned advisory committee are worth the effort!

Another source of materials on Advisory Councils

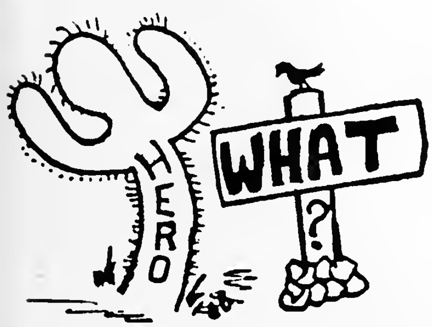
Advisory councils and other forms of citizen involvement in education are important assets for any educational program. For certain types of educational programs, such as vocational education, citizens' advisory councils are required by law. The responsibility for organizing and guiding an advisory council usually rests with a teacher or administrator who serves as the "advisor" to the group. In recent years, the identification and development of resources to assist citizens' advisory councils has served as the major focus of the Rurban Educational Development Laboratory (REDL). REDL is a public service and research organization in the Department of Vocational and Technical Education at the University of Illinois, which also serves as a consultant and communications center for the Illinois Citizens' Education Council. The resources distributed through REDL are designed to help citizens' advisory councils and committees in defining and carrying out their appropriate roles and responsibilities. Publications are available for a variety of advisory council concerns, including a handbook for general operating procedures, a report of the activities of existing advisory councils, a course of study, a self-evaluation guide, an annotated bibliography, and a research study identifying successful techniques for council operation. Filmstrips and cassette tapes dealing with the general benefits and functions of advisory councils, the roles of the council advisor and members, and use of advisory councils in six specific vocational areas are also provided by REDL. For information regarding publication prices and filmstrip loan arrangements, contact REDL at 357 Education Building, University of Illinois, Urbana, Illinois 61801.

Paul Hemp, Director, REDL
Cheryl Beece, Graduate Assistant

HERO HELPs

Individualized Instruction Materials Development and Process

HERO Development Committee
Edited by **Betsy Babich**
Tuscon High School



As a work study coordinator are you interested in:

- Exploring new curriculum avenues?
- Applying different learning styles and approaches to your teaching?
- Adapting occupational skills for classroom use?
- Providing a process of personalized instruction with an occupational slant?

If your answer is YES, then you will want to read on. A system of personalized instruction for use in Home Economics Related Occupations educational programs (HERO) has been developed and is currently in use in many Arizona HERO projects. The name of this system of personalized instruction is a combination of two acroynms, HERO-HELP. HERO refers to Home Economics Related Occupations and HELP refers to Home Economics Learning Packets.* The overall goal of this project is to provide work study coordinators with a system of personalized learning packets which are *self-contained* and which have an *occupational slant.*

Because the availability of materials differs according to locality, careful attention was given to making the packets self-contained. Everything needed in order to complete the packet is included and exotic resources were not used. Naturally some localizing is essential and each coordinator may wish to include his/her own list of resources.

A very real concern of work study coordinators is to provide materials that enable students to progress in their respective training stations. Our goal was to write packets with an occupational slant. This goal begins with appropriate titles given to the components of the packet and continues with emphasis placed on job knowledge, attitudes, and skills. Many packets refer to hands-on experiences gained at job training stations.

The format used includes a teacher section and a student section. The teacher section contains a list of all resources used, a list of things to be done before the packet is given to the student, answer keys to all tests, and a copy of the JOB ADVANCEMENT (final test). The student section contains six areas, each explained on the following pages. Because an open ended approach was employed, these packets can be as structured or as flexible as the coordinator desires. This flexibility allows for a variety of learning-teaching styles.

Currently over 80 packets have been written, edited, field tested, and revised. The following represents occupational areas in which packets are available:

a. Child Care, Teacher or Special Needs Aide
b. Geriatrics Care, Health Care
c. Hospitality/Recreation
d. Fabrics/Fashion
e. Interior Design
f. Floristry
g. Food Service

In addition to the above occupational areas, packets are also available in "How to Prepare a Learning Packet" and "How to Use a HERO-HELP."

The HERO-HELP team consisted of: Consultant—*Dr. Nancy Graham,* Amphitheater High School; Editors—*Margaret LaVelle,* Cortez High School, *Sue Pew,* Chandler High School; Developers—*Betsy M. Babich,* Tucson High School, *Sandi Stephens,* Peoria High School, *Martha Jacobson,* Mesa Vocational Department, *Kathy Jean Taysom,* Flagstaff Junior High School, *Jacquelyn Kimsey,* Prescott Junior High, *Mary Lewkowitz,* Mesa High School, *Alice T. Williams,* Coronado High School, *Kathryn Powell,* Chinle High School; Project Director—*Genevieve Kallander,* In-Service Teacher Educator, Northern Arizona University.

Address inquiries to: Barbara Border, Home Economics Specialist, Arizona Department of Education, Vocational Education Division, Home Economics Section, 1535 West Jefferson, Phoenix, Arizona 85007.

*HERO HELPs are not to be confused with AHEA HELPs.

Arizona Dept. of Educ.
Vocational Education
Home Economics Section

HERO - HELP

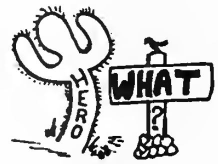
HELP WANTED

The Help Wanted section of a newspaper lists employment possibilities and skills needed in order to apply. The HELP WANTED section of the packet is the rationale, and answers the student-trainee's question, "Why should I learn what's in this package?"

Consider the following example......

In your duties as a chilo care aide have you ever observed an art activity enoing in disaster?
....3 year old Jason throwing down his paint brush in disgust?
....4 year old Dick saying he would never paint again?
....Leaving you in the middle of the room saying, "Why have art activities?"

JOB COMPETENCY



Objectives, stated in behavior terms, comprise this section. They should be concise and offer the student-trainee specific guidelines for learning.

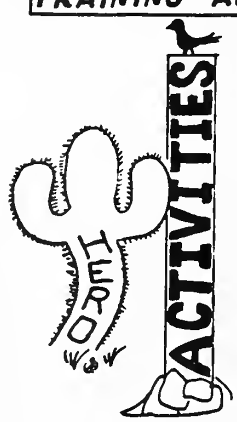
Example:
WHEN YOU HAVE COMPLETED THIS HERO-HELP YOU WILL BE ABLE TO:

1. Select from a list, 6 guidelines for enhancing creative art activities.
2. Identify at least 5 functions of the teacher in creative art activities.
3. List 6 values of art activities for chiloren.

APPLICATION

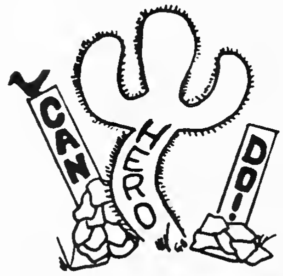
In other learning packages, this section is called the pre test. It presents a choice situation and is included as an effort to alleviate boredom and repetition on the part of the student-trainee. If he/she feels that the JOB COMPETENCY has already been reached then the APPLICATION is taken to confirm this. If not, the student-trainee proceeds directly to the TRAINING ACTIVITIES without taking the APPLICATION. Special care should be taken not to force the student-trainee to take the APPLICATION. A failure at the beginning can thwart the learning process.

TRAINING ACTIVITIES



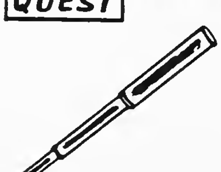
This section is sometimes referred to as learning activities. In this section many choices are offered, covering a wide variety of learning styles. The developers have built into each packet training activities that are audio, visual-pictorial visual-reading, hands on, or any combination of these. Also built into this section is a system of chioce; however, each coordinator may adjust the structure by requiring a given number of activities to be completed.

JOB PROGRESS — JOB ADVANCEMENT



JOB PROGRESS is another name for post test. This provides a check to let the student-trainee and coordinator know if the objectives listed in the JOB COMPETENCY have been met. The coordinator will need to set the standards for adequately completing the JOB PROGRESS, grade the results, and provide for immediate feedback.

QUEST



This is the section of the packet that encourages the student-trainee to further his/her knowledge, and apply it to different situations. This is an optional activity and whether or not the student-trainee chooses to do this is acceptable. In this section additional activities are offered or the student-trainee may identify and pursue QUEST activities of original writing.

STRATEGIES FOR EFFECTIVE TEENAGE PARENT PROGRAMS

Charles Wiley
Specialist, Home Economics
Arizona Department
of Education

During the past several years, the Home Economics section of the Arizona Department of Education has funded several pilot projects which have resulted in strategies useful to both large and small school districts in planning teenage parenting programs. Administrative as well as teacher leadership in implementing programs in the Mesa, Glendale Union, and Tucson school districts has given teachers, counselors, social service agencies, and state officials additional avenues to explore in an attempt to help the teen parent continue her education, learn parenting skills, and effectively cope with the complexities of the teenage years.

Strategies Defined

1. Every school district, large or small, urban or rural, needs the support of the community or geographic area served. In order to accomplish this, an advisory or steering committee structure is desirable. Members of this committee need to represent a broad spectrum of viewpoints and interests and might include representatives from district administration, counselors, nurses, teachers, students, parents, clergy, social service agencies, and state agencies. This committee might address several basic questions:
   a. What is the community opinion regarding increased family life education?
   b. Should the "parenting experience" be on or off campus?
   c. Should the district be involved in health care?
   d. Should the district be involved in child care?
   e. Is the district supportive of transportation, staffing, and other related costs?
2. The committee and other planning specialists may assist in preparing a list of objectives for the teen parents pertinent to district size and needs, including the following:
   - To complete high school graduation requirements
   - To develop marketable occupational skills
   - To receive educational assistance in child care, health care, and nutrition
   - To develop a positive self-image and positive attitudes toward child-rearing responsibilities
   - To receive access to an integrated community support system which will better enable them to make decisions for both self and child
   - To develop effective parenting and homemaking skills necessary to create a positive, desirable physical and emotional home environment during the developmental stages of child rearing
3. The committee might wish to prepare a flow chart to identify goals, program components, current and alternative delivery systems, and concerns which might be encountered in pre-pregnancy, pregnancy, and post-pregnancy phases of the program.

In addition to a well-informed, coordinated support system, a strong network of interrelated learning experiences from the home, school, and community is desirable. A short term goal for this program is to reduce the high risk in the educational, health, and social areas for the teenage parent. A long range goal would be to develop pregnancy prevention strategies for the teenagers.

Existing Programs in Arizona

Several programs located in major population centers have been operating in Arizona during the past ten years. Rural school districts have begun to initiate the needed pre-program study of district, community, and student needs. The following abbreviated descriptions will illustrate positive efforts underway to provide the needed support service network for the teen parent.

Phoenix Union-Cyesis Center. The Cyesis Center is in its thirteenth year of operation and provides academic and parenting skills for the pregnant girl. The program offers English, social studies, science, math, business education, home economics, and art.

Students are required to enroll in Creative Parenting, the goal of which is to enable the pregnant teenager mentally, physically, and emotionally to carry out her new role. Credit is granted on a basis of one-half credit for each thirty-six hours of instruction. The staff provides learning experiences for the student which represent alternatives in the areas of child care and development, financial and consumer concerns, community and family relationships, as well as educational and vocational planning.

The general philosophy of the center is to support the girl in the decision she makes and offer assistance from university nursing students, the State Departments of Education, Welfare and Health, Social Service agencies, and the medical and legal professions. All these contribute supportive service and help toward the general objective.

Mesa Central—Teenage Parenting Program. The Mesa school district also provides for the needs of the teen parent. The program is located in an alternative school location which offers a wide array of vocational classes.

The teen parent program offers classroom activities in "Parent Effectiveness Training," a nine-week unit in child growth and development, guest speakers on child abuse and child neglect, mini-units in emergency first-aid, nutrition, and money management. The school district provides the vocational education, the opportunity to finish high school, and a child care center for the teen parents' children. Credit is granted on the basis of one-half credit for two class periods a day for eighteen weeks.

Teenage Parenting (TAP)—Tucson. School District #1, Tucson, has joined with community efforts to effect a comprehensive program of educational, health, and social services for teenage parents. The program components include:

- continuation of regular and special classroom opportunities, as well as priority access to vocational educational programs
- information and direct care services concerning hygiene of pregnancy, dental care, nutrition, personal growth and development
- provision for information and counseling (in family relationships and planned parenthood, child development, home management, job opportunities, legal rights, and other social and emotional crises encountered by teenage parents)
- provisions for infant care while mothers attend classes
- initial counseling to determine immediate services and future planning (Allied agency counselors are responsible for screening activities with referral to suitable community agencies for in-depth and continued services.)

Teen Parenting Program—Glendale Union School District. The Glendale program is in its second year of operation. Extensive preplanning took place which involved administration, school support personnel, social and community agencies.

The major components of this program are:

- individualized and family counseling through community agencies, both on site and in the agency facility
- referrals for services, such as food supplements for mothers and infants, financial assistance through existing community agencies
- job placement for pregnant teens and teen parents
- job counseling and career testing for the pregnant teen to prepare her for the financial burden of supporting an infant
- a network of infant care possibilities arranged by local ministers in each high school attendance zone so young mothers may return to school
- childbirth education classes offered by agencies on site
- individualized nutrition and diet analysis for the particular problems faced by young mothers
- meeting individual needs of young pregnant and parenting teens, whatever they might be (career help for spouses, etc.)

In addition, a summer workshop was held to rewrite and individualize the existing Home Economics Child Development courses to fit the specific needs of pregnant teens.

Funding Sources

Extensive preplanning, commitment from community school, and student are essential

CAREER EXPLORATION IN HOSPITALITY AND RECREATION

Margaret V. Barkley
Elizabeth A. Monts

Do you want to assume a leadership role in introducing a new program to your students? If so, then you may wish to consider the program, Interdisciplinary Career Exploration in Hospitality and Recreation, which is being field tested this year. The career materials were written by a team of four teachers each in distributive education, business and office, and industrial education. In addition, five home economists worked on the materials, and a guidance counselor contributed her ideas. A filmstrip and ten modules were developed with a total of forty learning packets. The modules are as follows with the learning packets listed under the modules:

A. INTRODUCTION TO HOSPITALITY AND RECREATION
B. SELF-ASSESSMENT
C. MARKETING
   C-1 Sales Promotion/Advertising
   C-2 Sales
   C-3 Public Relations
D. PERSONNEL
E. FRONT OFFICE
   E-1 Reservation Clerk
   E-2 Room Clerk
   E-3 Telephone Operator
   E-4 Cashier
   E-5 Mail, Information and Customer Services
   E-6 Key Clerk, Night Clerk, Porter, etc.
   E-7 Payroll Clerk
F. RECREATION AND ENTERTAINMENT
   F-1 Introduction
   F-2 Publicity
   F-3 Social Director
   F-4 Entertainer
   F-5 Sports
G. HOUSEKEEPING
   G-1 Housekeeper
   G-2 Making a Bed
   G-3 Laundry
   G-4 Vacuuming
H. FOOD SERVICE
   H-1 Introduction
   H-2 Cashiering
   H-3 Waiter/Waitress
   H-4 Busser
   H-5 Hosting
   H-6 Cook
   H-7 Dishwasher
I. SECURITY
   I-1 Grounds and Building
   I-2 Property
   I-3 Guest Protection
J. MAINTENANCE
   J-1 Landscape Designing
   J-2 Planting Techniques
   J-3 Insect Pests
   J-4 Gasoline Engine
   J-5 Plumbing
   J-6 Locks
   J-7 Carpentry
   J-8 Painter
   J-9 Air Conditioning
   J-10 Electrical

This program seems to have special relevance for eighth, ninth or tenth grade students because the program can serve as an excellent introduction to most of the vocational areas.

(continued from page 206)

ingredients. Funding is also a major concern among program planners.

The Arizona Department of Education, Home Economics section, has promoted an avenue of multiple funding sources. It is essential that many of the agencies and individual resources involved have a monetary or "in kind" commitment to the teen parent.

Major sources have been Federal funds for Consumer and Homemaking in depressed areas, Part II Disadvantaged, and Part II Day Care. School districts and service agencies can contribute valuable "in kind" resources in areas of transportation, building space, resource personnel, and technical assistance.

There is serious concern, both locally and nationally, for the teenage parent. Young mothers are a high risk educationally, medically, and socially. Pregnancy at this early age is a known cause of school dropouts, and level of education is associated with underemployment, unemployment, poor health conditions, and increased dependency upon state and local agencies. Many people have been concerned for years, but only recently have these concerns resulted in actions involving the teen parent.

Ideally, it should be team taught by faculty from four vocational areas but can be managed by home economics and industrial education or home economics and agriculture. If at least two class sections are scheduled at the same time, the first two modules can be developed together, and then the students divided into two groups so the modules can be taught in the most appropriate facility. Groups are then exchanged after a period of time. The course can be a semester in length or expanded into a year's course with field trips or experiences in "shadowing" persons in selected careers built into the program. All students should probably experience at least one learning packet per module but can pursue additional ones when interested in a career related to the module.

Dee Valley Junior High is field-testing the program with both males and females in Deer Valley, Arizona. In the Introduction to Hospitality and Recreation Industry, Module A, the group saw the filmstrip of the same title, went on a field trip to a resort and then built models to represent the rooms, public area, and the sport area. These models served as reference points for all other activities for the course. Two guidance counselors assisted students doing the Self-Assessment, Module B. All students did Personnel, Module D, where they filled out application blanks, interviewed for a job and interviewed someone else. Also Margaret Ayers, the teacher, felt each student would probably live independently at some time so portions of Housekeeping, Module G, were completed by each student. Now the class is doing the other modules according to individual student interest. Mrs. Ayers reports that the class has been interested and enthusiastic about the program.

Student evaluation forms are included for each module, and a teacher evaluation form has been developed. A career questionnaire and an annotated bibliography are also part of the packet of materials. Revisions will be made during the summer of 1980. This project was funded by research and development funds in the Arizona Department of Education, and distribution of materials will be done through this agency. (Address: Kenneth Gabbert, Arizona Department of Education Research Coordinating Unit, 1535 West Jefferson, Phoenix, AZ 85007)

Martha Watson
Outreach Program Coordinator
University of Arizona

UNIVERSITY OF ARIZONA EXPLORATION WORKSHOPS

Something exciting is happening in Arizona and it is happening because of Consumer and Homemaking funds! Imagine a program that is free to the participants, *and* flexible enough to meet needs on many different levels. It is the University of Arizona Exploration Workshops, a depressed area project. It is happening because of a unique blend of the foresight and experience of three people[1] who saw the possibilities of a non-traditional educational program in a traditional setting. One constant characteristic of the program has been the willingness to be creatively flexible, to follow a direction as it opened.

This flexibility has provided (1) a weekly five-minute consumer program on KUAT Public Radio, (2) in-service education for teachers and teacher aides in schools heavily populated by children from low income families, (3) leadership training for a Yaqui Tribal Council, (4) management skills for the Papago Tribe, and (5) an intensive program to develop paraprofessional group facilitators. And these are only a few of the possibilities.

The springboard for all of this activity is the project itself. Here's how it works.

The program goals are: (1) to provide learning experiences in familiar surroundings, (2) to

[1]Barbara Border, an Arizona Department of Education Home Economics supervisor, Dr. Doris Manning, a University of Arizona Professor of Home Economics Education, and Martha Watson, a Teacher Educator, each contributed to the program's success from the initial planning to the implementation.

increase the awareness that learning is a natural part of the human experience, (3) to provide practical, useful information, (4) to encourage experimentation with new ways of behaving. These goals are met by providing workshops in three subject areas: parenting, consumerism, interpersonal relationships and communication. These noncredit workshops are intended to reach adult students, those who are not involved in traditional educational activities, due to a single factor or to a combination of many factors such as shortage of money, lack of opportunities for participation (e.g., work hours, transportation difficulties, etc.), poor self-esteem or lack of awareness of the value of education. A suggested minimum number of students for a workshop is ten; however, workshops are often held with as few as five. Meeting places include home, churches, and community centers since the UA Exploration Workshops program does not have money for facilities. Child care must be provided by participants or other agencies since children often attend with their parents. The free workshops are presented in the language of the student when possible. After having been in operation a year and a half, the workshops are available in English, Spanish, Yaqui, and Papago.

The type of student served ranges from the homemaker who cares about her family and wants to improve the quality of family living to the professional who works with the low income or the disadvantaged person. It is an interesting combination because what has been learned from the person who is living in the depressed area can then be passed on to the professional who works with this type of person on a daily basis. The range of the participants in this program seems to be quite great until one considers that the goal of the project is to give individuals tools with which they can upgrade their own lives, to make their families more effective and more satisfying.

We try to serve the individual family member and to have an impact on those who work with the family. Teachers and social workers have been the primary contact in this stage of the program development.

During the program year 1978/79, 1,834 participants were reached with workshops. The participants included men and women from every ethnic background represented in the Southwest. Of the 1,834 people served, 1,146 were considered to be disadvantaged socially, economically, educationally, or by lack of English language skills. Many of those who are not considered disadvantaged and who are served by the program work with people in the target area.

What kind of an impact has this new program had on the people who are using it? In the words of the students themselves:

> *I have heard before everything that was said here today; however (and I mean this sincerely), the positive feeling with which the workshop was presented had bearing in that I* listened *to what was said. I didn't just hear you talking. I feel good about myself and about changing my life. Whoever expected a Monday to turn out like this? Thanks for your time.*
>
> *I found it okay to tell what we're really feeling which is something I don't do a lot. I usually do what they want and say what they want to hear, and I don't have to anymore.*
>
> *No question is a dumb question and I'm not afraid to ask questions.*
>
> *Lots of hints and positive feedback from other people, feel better and more positive about myself and towards my kids. I am not a machine, you can't push buttons and get programmed responses. Best, my kid is somebody unique, not Little George or Linda.*
>
> *Ideas for coping skills, fun and a future in-service schedule I can live with.*
>
> *Increasing positive communication in the Kellond faculty, looking at myself from a new perspective.*
>
> *I like it! I like it!*
>
> *Can really identify with idea that must look for the positive and for strengths in those you are working with to give them the tools to solve own problems. Would like to talk to you some more, Martha!*
>
> *A reminder that the decision must rest with the person in order to change a way of life.*
>
> *Clarification of fact that we can't really change people's lives but can certainly give them tools to use to help make decisions and help self-esteem.*

These responses are an indication of the reaction that participants have had to the informal and open-ended method of gathering responses. At the end of each workshop the participants are used to make written comments in response to this or a similar question: "Is there something—some ideas, some way of behaving—that you learned or thought about

through this workshop that you think will be helpful to you in your own life?" The responses are encouraging as are the number of people who continue to come to the workshops and to ask for presentations.

Apart from the participant reactions, there are other factors which make the workshops so widely used. One factor is the network that has been established within the Tucson community. The network is an informal communication system consisting of individuals within different agencies which serve the target population. Examples of these agencies are the Department of Economic Security (DES), Tucson Women's Commission, Tucson Unified School District #1 and the several programs in the school district (such as the Parent and Child Education program which is modeled on Headstart, various Indian Education Programs, and teacher in-service education programs), the Papago Tribal Council, and the Yaqui Tribal Council. To date, network connections have been established with 31 different agencies in Tucson. The special quality of the contact helps make the contact more effective. This special quality is relating not only as a representative of the Home Economics department to another agency representative, but also as a person to another person. This allows a very comfortable, even flow of information. When this kind of relationship is established, you are one of the first persons thought of when your service is required to meet the agency needs. This is because there has been a relationship of trust and confidence established and this is vital in building a network.

One example of how the network is used began with a contact through the Network for Children, Youth, and Families, a semi-structured group. This contact led to a series of continuing workshops with women who were the victims of spousal abuse. These women sought refuge in the Tucson Women's Shelter. The first workshop offered in the Women's Center was a series on Parenting and Personal Development for the fourteen staff members. This workshop served a two-fold purpose, first as a means of screening the workshop content and the presenter, and second, as meeting the staff's own needs. After the staff workshops, the Program Director requested that the workshops be held for the women clients at the center. A local mental health professional commented later that the staff at the Women's Center had allowed no other educational or mental health agency to have contact with the women in the shelter. This person was quite impressed with the fact that the Exploration Workshop was invited to participate in the Shelter's educational program. This contact was opened up six months ago and continues to be a strong part of the ongoing program. Recently, workshops at the Shelter have expanded to include crafts that the women can use in making money. These have generated a lot of interest because these women often have no way to earn money for themselves and their families.

Another factor in the program's acceptance is the ability to meet the students in the place where they are most comfortable. This involves more than just the place itself; it means the language that is used, the method of presentation, and the whole orientation of the facilitator or the presenter to the group. In the case of the Exploration Workshops program, the orientation is towards presenting "straight across." This means a recognition that learning is a shared experience and that each person brings to that experience the knowledge of his/her own situation. The second part of a "straight across" presentation is recognizing the strength that each person brings to his/her own situation. If there is one factor that is probably more effective than any other, it is that recognition that each person has the ability and the intelligence to solve his/her own problem. It is rewarding that so many of the students say that they are reminded of things they already knew rather than learning something new.

In an effort to increase our ability to meet participants on their own ground, the 1979/80 project was especially designed to prepare paraprofessionals to do much of the teaching. An intensive program was begun in September, 1979, when twenty people from the community volunteered for the program. The fourteen people who completed the program bring very special skills and awareness to the teaching situation. Several of these trainees are trilingual, speaking their own Indian language, Spanish, and English. The education range is from Bachelor degrees to less than an elementary education. The program concentrates very heavily on the trainees' own personal philosophy. How do they see themselves in relation to others? This is essential to establishing a "straight across" learning situation. A second part of the program dealt with techniques for establishing a network, and the third part was how to facilitate workshops. The training has just begun and will continue throughout the year in a series of monthly in-service sessions. Several of the paraprofessionals have already presented workshops and the responses to their workshops has validated the premise for the program.

The content of the workshops is also a factor to consider in our success. Three areas in which the acquisition of skills can make an immediate impact on an individual's or a family's life were chosen. They are also areas which are greatly affected by an individual's attitudes and values. The areas are consumerism, parenting, and interpersonal relations and communication. Consumerism workshops deal primarily with the recognition of buying as an expression of values held by the individuals. The secondary emphasis is on ways that the consumer can save money and get the desired quality. This includes reading labels, learning about comparison shopping, and experimenting with the use of coupons to stretch the dollar. These three areas have been very well received by the participants. Parenting workshops emphasize the positive self-esteem of both the parent and the child, the premise being that when the parents have a positive self-image they can more effectively help their child develop self-esteem. Other areas of parenting that receive attention are the comparison between punishment and discipline, and skills in listening and telling. In Interpersonal Relationships, much emphasis is placed on expectations because we are often unaware of our expectations or the premises for our expectations.

One of the most exciting areas and one of the areas showing the most potential for ripple effect is the in-service workshops for elementary school teachers in a local school district. One of the school librarians sat in on another workshop which was held for parents. She wanted to get teachers involved in learning how to guide students in the development of caring, responsible attitudes. She felt that what she saw happening with the parent groups was what she wanted to have happen with teachers. This librarian arranged a meeting with twelve teachers in one of the local schools and as a result of this meeting, a series of workshops evolved.

These workshops are exciting for several reasons but primarily because the participants meet on their own time, voluntarily, with one goal, to work more effectively with the students and parents. The time spent together to date has been characterized by openness, sharing, and warmth. Actual classroom experiences with students and parents have been analyzed and discussed in the light of that goal. The most satisfying demonstrable response has been the request for additional workshops. The workshops have included the development of the positive self-esteem and psychosynthesis. The emphasis has been on teaching techniques for developing positive self-esteem and responsibility.

Conferences are another way to reach program goals and also to publicize a program. The Exploration Workshops program has been active in planning, organizing, and implementing a Chicano Woman's Conference, a Family Conference for Tucson, a Native American Employment Conference (set up, organized, put together by Native American women), a program for Native American youths which was organized under the Comprehensive Employment and Training Act (CETA) in Tucson, a Federal Women's program, and currently Exploration Workshops is involved in planning and sponsoring a Black Women's Conference that will emphasize Black women in education and employment. There were also conferences for Displaced Homemakers and for University Extension Homemakers. A conference for handicapped women is being discussed for the near future.

One very important part of the program has been in-service education, both formal and informal, for the Exploration Workshops staff. This includes attending workshops which give new ideas on content as well as on methods of presentation. This kind of activity keeps the program from becoming repetitious. The informal aspect of in-service education includes sharing experiences with other professionals and reading. The reading is not limited to specific content being taught, since reading in other areas allows for cross fertilization of ideas. It is amazing how often information from one area has application in another area which can help make a point stronger.

If the Exploration Workshops program were diagrammed, it would look like a funnel. Each different element coming into the top of the funnel—professional in-service training, conference participation, networking and direct educational service to adult nontraditional students—finds its way down to the one goal of giving the disadvantaged person the tools which will enable that person to make positive changes.

It is working. The University of Arizona Exploration Workshops, located in the Home Economics Department at the University of Arizona, is directed by Dr. Doris Manning, with funds from the Arizona Office of Vocational Education Home Economics Department. The author enjoys being the Project Coordinator.

Kent Frison
Program Analyst for
Career Programs
Paradise Valley (Arizona)
Unified School District

HOME ECONOMICS EDUCATION AND THE PROGRAM REVIEW PROCESS

Paradise Valley Unified School District is located in a suburban area north of Phoenix, Arizona. It is a rapidly growing district expected to increase from a present student enrollment of approximately 18,000 to 30,000 in the next five years. With a growing enrollment primarily resulting from an influx of people from other parts of the United States, the school district is concerned with meeting and providing for the varied educational needs of both new and continuing students. As one means of meeting these varied needs in the school curricula, the district has instituted a systematic procedure for examining the present curriculum and for proposing and instituting any changes deemed desirable. This process is called the Program Review process. The Home Economics education curriculum will be the first to undergo complete analysis by this process.

The Program Review process is a series of four phases which includes: Program Review (PR^1), Program Review Report (PR^2), Program Review Revisionists' Recommendations (PR^3), and Program Review Revisionists' Recommendations Report (PR^4).

The Program Review (PR^1) is a data-collection phase during which a Program Analyst collects information to answer three questions: "What is our program now?" "Where does our money go now?" and "How effective are we now?" During PR^1, the Analyst collects data from teachers, administrators, and other school personnel to answer these questions. The information is classified into six major components and compiled in a written report which includes program (1) philosophy and goals, (2) objectives, (3) structure, (4) management, (5) costs, and (6) effectiveness. This report is presented to the local Board of Education which criticizes or commends, and accepts or rejects it as a comprehensive effort to answer the major questions posed in the PR^1. Subsequently, a committee is commissioned by the Superintendent to act as the Program Review Revisionists' Recommendations (PR^3) committee. This committee is composed of eight community members, four teachers of the curricular program being reviewed, three principals, and the Program Analyst. The committee members are selected by the local school-related parent organization, the local education association for teachers, and the principals' association. The composition of the committee, with eight community members and eight school-related members, is an effort to guarantee equal reprsentation of the school community in providing direction to the curriculum.

The PR^3 committee must answer the questions: What do we want for our children in the years ahead? How do we get from here to there? and What would such changes cost? This committee must recommend curricular changes which will be relevant for approximately five years until the curriculum is again reviewed. Specifically, the committee is charged with developing student performance objectives and criterion-referenced tests for all courses, developing a district-wide Scope and Sequence for the curriculum, and making recommendations for all changes desired. After all tasks are completed, the PR^3 committee appears before the Board of Education as a group for the Recommendations Report (PR^4). This report contains the results of the committee's work in response to its assigned tasks and is presented to the Board to accept or reject. If the Board accepts the report, it will become a policy statement and the recommendations will be implemented in the curriculum. If the report is partially or totally rejected, the committee will be given directions to reconvene and to work on the unacceptable portions of the report until they are acceptable to the Board.

During the spring of 1979, a Program Review (PR^1) of the Home Economics education curriculum was instituted, and data were collected from the fifteen Home Economics teachers, middle school and high school principals, and other staff members. Answers were formulated for the three major questions of PR^1 and all data presented to the Board of Education at a regular meeting in May, 1979, when the report was discussed and accepted by

the Board. Subsequently, the Home Economics PR^3 committee was formed consisting of eight community members, two middle school and two high school Home Economics teachers, three principals representing the middle and high schools, and the Program Analyst. This committee worked during the fall of 1979 to complete the tasks assigned and to answer the major questions posed to the PR^3 committee. The committee is scheduled to appear as a group before the Board of Education in December, 1979, to present its report, the Program Review Revisionists' Recommendations Report (PR^4). This report will contain the recommendations which are designed to maintain relevancy and flexibility in the Home Economics curriculum for the next five years.

The following are anticipated as benefits that will accrue to the district:

a. A 7-12 district-wide curriculum will be available to all students.
b. Means for determining the effectiveness of programs have been proposed.
c. A consensus on essential topics for all courses has been reached by district home economics teachers.
d. Communication between district home economics teachers has increased.
e. A better articulation between and among schools and grade levels has been achieved.
f. Middle school teachers better understand the high school program and feel more confident about guiding students into these programs.
g. There is a better awareness of areas of student interest in home economics as a result of the completion of a student survey.

Several other curricular programs are being reviewed simultaneously. From initial feedback, it appears that programs being reviewed are benefiting from increased articulation of programs and more effective communications among the personnel of the schools involved. These benefits should aid in the efficient and effective implementation of performance objectives and criterion-referenced tests in all programs and at all grade levels, K-12, of the Paradise Valley Schools.

BEING A PART OF THE MASTER PLAN FOR EDUCATION IN THE 80's

Barbara A. Border
Specialist
Home Economics Education
Arizona Department
of Education

Education for the 80's will not be developed by magical powers or happenstance, but by design. Dollars are shrinking for schools across the nation due to inflation, declining school populations, and taxpayer discontent. If we, as Home Economics educators, do not sense the change of climate, we could find our programs left out of the master plans for the future. Failure to see the inevitability of change and the need for programs to meet the needs of society could bring about the demise of home economics.

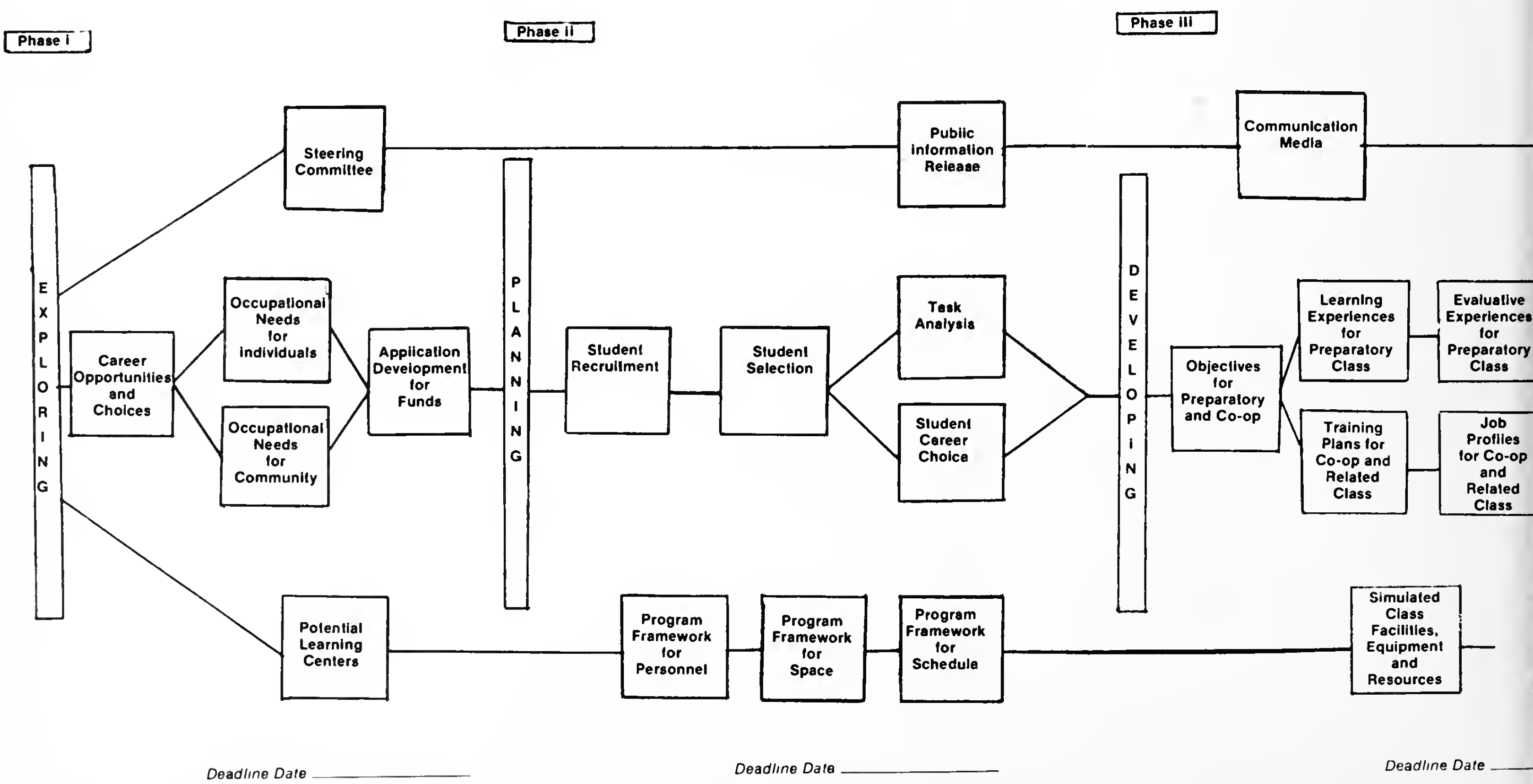
As Home Economics educators we must show that the family, the work of the home, and related occupations are a part of today's educational priorities, especially the "back-to-basics" theme and the need for salable skills.

Planning System

In Arizona, the Home Economics-In-Transition-Planning-System has assisted many school districts in examining their programs. The five-phase system provides an organized method of examining present offerings, exploring innovative ideas for the future, identifying community and student needs, and locating resources for implementation as well as for assessment. Under each goal, key activities are listed.

Phase I—Exploring, a comprehensive examination of all pertinent factors affecting program directions

- Reviewing emerging directions for home economics and vocational education
- Examining societal, industrial, and cultural patterns
- Evaluating the program at all levels
- Assessing teachers' preparation
- Assessing community and student needs and desires
- Identifying deterrents
- Exploring resources



Phase II—Planning, an organized approach to bringing about planned changes at all levels

- Selecting priorities
- Establishing goals
- Developing a strategy organization
- Identifying resources and sources needed
- Designing in-service plans
- Organizing public relations strategy
- Identifying learning center needs
- Planning for bringing along those opposed to change

Phase III—Developing techniques and materials to achieve program recognition and change

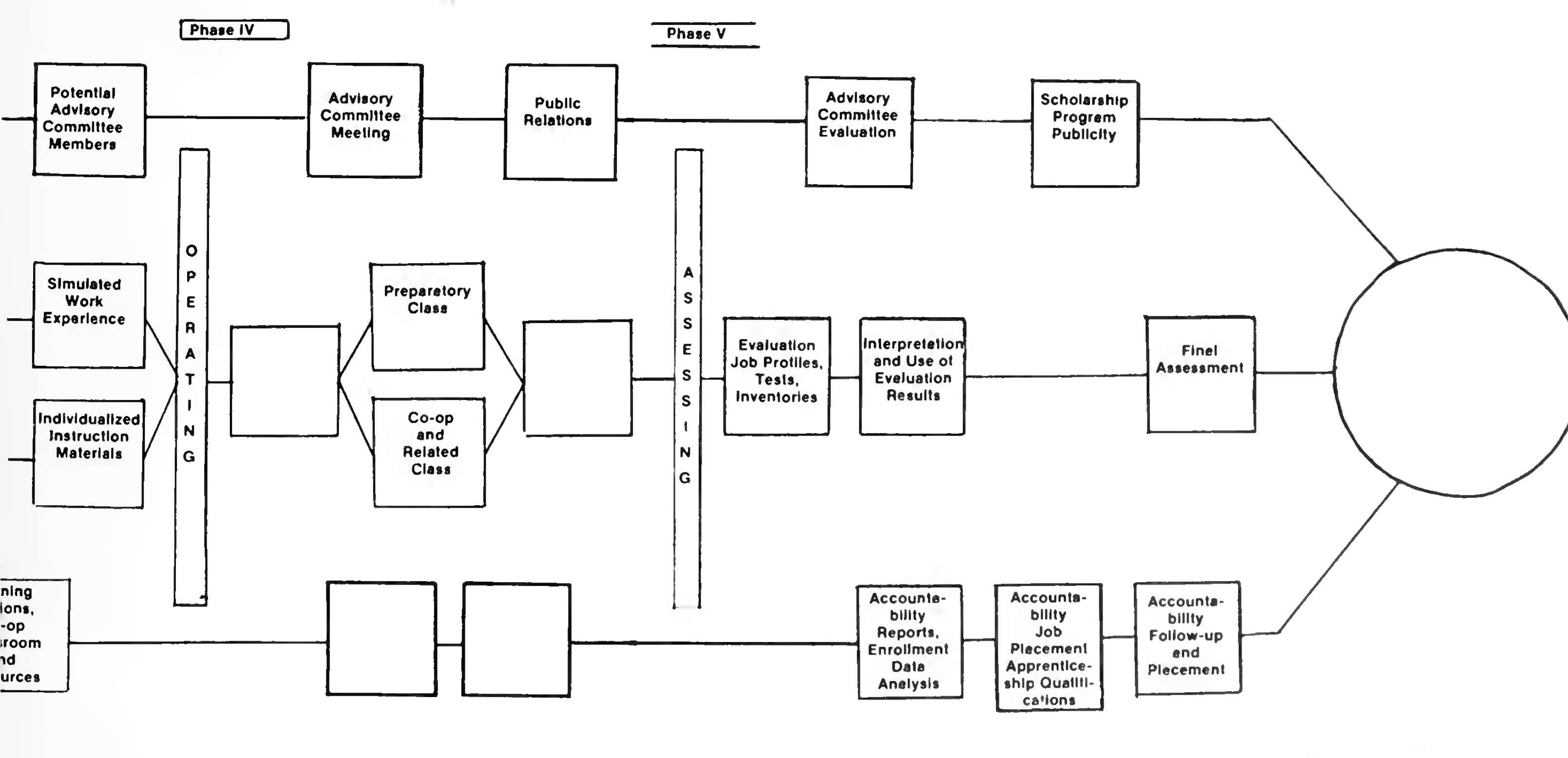
- Developing strategy materials for achieving change in guidelines for program development, in-service working materials, policy information, public information materials, evaluative and information gathering devices, and student organization program development materials
- Involving various publics: community, students, administrators, and advisory board
- Developing scope and sequence with new concepts included and old ones dropped
- Developing pilot programs

Phase IV—Operating the organized plan in relation to objectives

- Meetings involving teachers, administrators, and guidance counselors to identify changes in program
- Implementing a public relations program for the community and student populations
- Identifying further in-service needs
- Operating pilot programs
- Evaluating and modifying program

Phase V—Assessing, an orderly process of reviewing progress at each phase and of developing future plans

- Reviewing progress in relation to goals utilizing reviews, quantitative data, qualitative data and information, community interest and support, and student interest and involvement
- Assessing teachers' roles in assuming the continuing role of leadership in new programs
- Identifying the emerging plans for short-term and long-term action



Development of a PERT Chart

A PERT (Program Evaluation Review Technique) chart is a management tool used by some large corporations, especially those with large experimental programs, to work with the unknown. The system used in Arizona is a modification of this type of planning technique.

Developing a modified PERT chart will assist a team of teachers to stay on target with goals, topics, deadlines, and assignments. The chart on pages 214-215 illustrates how the modified PERT was used for development of one Home Economics area.

To develop a system for a team, we need to identify for each phase what needs to be accomplished. A group may wish to use all of the identified activities for each phase, a part of them, or even additional ones, eliminating others. When items to be accomplished are established, we can write them on cards, identifying each by its phase 1, 2, 3, 4, or 5.

Now the group is ready to develop its own chart by starting at the end and working backwards. We determine first when the ending date will be and the sequence which must be used to reach this end. As the group reaches the beginning, they may wish to decide whether their projections were realistic. Is the timing correct from item to item? This planning tool, which should assist the group in achieving its goals, can be modified as the project progresses.

Where to Find Money Resources

Lack of money is often the reason good ideas are not put into action. To help prevent this from happening, we consider as many sources outside our local school district as possible. We need to know where to find the money, when project proposals must be submitted, what is expected in these proposals, and for what these monies may be expended.

The largest source of money available for home economics programs is state and federal Vocational Education funds for:

- Exemplary programs
- Curriculum
- Research
- New Programs
- Teacher Education
- Guidance and Counseling
- Sex Equity
- Displaced Homemakers
- Child Day Care for Vocational Students
- Disadvantaged
- Handicapped
- Work Education Including Work Exposure, Work Experience, and Co-op

Many of these monies may be available to link with other funds, thus permitting expansion of project possibilities. Of course, when federal funds are being used, they cannot be matched by other federal funds when local matching monies are required.

Other municipal, county, and state agencies may have monies for projects dealing with social or consumer problems.

Perhaps one member of the team will need to investigate these and other sources.

Conclusion

Home Economics programs can be planned to be a part of the master plan for education. A system of planning can produce many good results: team work, administrators aware of the need for home economics programs, a supportive community and student body through their involvement, and an outstanding home economics program geared to run through the 80's right into the 90's.

OTHER SOURCES OF FUNDS

Special Education	One portion is identified for Home Economics and Industrial Arts	State Department of Education
Elementary Secondary Education Act (ESEA)	Innovative project monies available for all subject areas. In some states goals are specified, e.g., curriculum development, basic skills, etc.	State Department of Education
Bilingual Education	Program must be designed for students who have a language other than English as a first language. Designed to assist all areas of education	State Department of Education
Migrant Education	Monies for nutrition, child care, and other family needs is available for projects serving migrant families	State Department of Education
Career Education	Programs must address awareness exploration or preparation for careers. Funds are earmarked differently in various states.	State Department of Education and U.S. Department of Education
Consumer Education	Programs designed to help consumers in the marketplace understand their rights and responsibilities	U.S. Department of Education
Comprehensive Employment Training Act (CETA)	Monies are categorized into several areas including one part of YEDPA (Youth Employment and Demonstration Projects Act) which offers tax credit for employers hiring disadvantaged students. Other funds may be coupled with other monies. CETA may have stipends available for low income individuals to attend a course designed for employment purposes. Other monies may be available for developing skills for managing multiple roles	YEDPA—State Agency for Vocational Education CETA—Local Council of Governments—Your City Hall or County Government
Private Foundations (e.g., Ford Foundation, Sears, Kennedy Center for the Arts, Montgomery Ward, trade associations)	A variety of monies are available—some with specific purposes, some for innovative ideas for the future	Various companies and trade associations

How to Become Less Effective, Always Behind and Sick of Yourself

1. Feel sorry for yourself.
2. Nurse your guilt. Guilt is the price we pay for continuing to do the things that make us guilty.
3. Indulge yourself.
4. Hide the truth.
5. Take what isn't yours.
6. Blame others.
7. Don't take advice from anyone.
8. Threaten.
9. Invoke the deity.
10. Use other people.
11. Never be thankful. It's a form of weakness.
12. Be a martyr.
13. Assume people are out to get you.
14. Never admit you were wrong.
15. If things get better . . . stop and think . . . about all the things you have facing you in the weeks, months, and years ahead.
16. Don't do anything for anybody else.
17. Nurse your resentments.
18. Postpone everything.

Don't knock this until you've tried it.

—Ed Harris

Sue Pew
Department Chairperson
Chandler (Arizona) High School

ARTICULATING A COMPLETE HOME ECONOMICS PROGRAM
SEVENTH TO TWELFTH GRADE

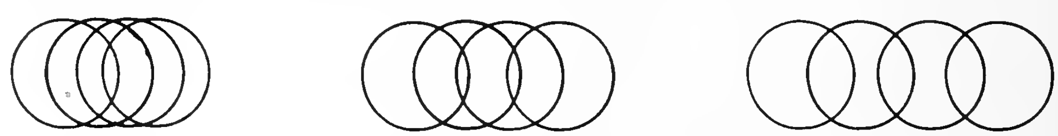
There is a need to articulate your high school home economics program with the junior high or elementary feeder schools. This is a common recommendation many schools receive when their program has an evaluation team visit. Too often nothing is done to correct this or only a token attempt is made. Why? Because it isn't easy. It's real work. It may take years to do an adequate job, and then at least a bi-yearly review to keep the articulation working.

The following are needed to accomplish articulation:

1. Teachers committed to do the work.
2. Support from district administration. Often they will need to give some kind of a "directive" to encourage a few reluctant teachers.
3. Leadership in the home economics area to keep the work going.
4. Workshop time during at least one summer for teachers to work steadily and together.
5. A plan to accomplish the articulation. Often teachers feel lost and need outside help to get started.

Articulation can be between classes in a department of a single school, with other departments within a school, with feeder schools within a district, or with the local Community College. But it should be remembered that the MAIN GOAL of ARTICULATION is to establish a better curriculum for student learning. With this in mind, we tried to:

1. eliminate excessive overlap of information and skills within each area but recognize that some overlap is necessary.
   For example: In the foods area—Beginning Foods, Advanced Foods, Gourmet Foods and Commercial Food Service are four courses that could overlap in one of these ways:



Excessive   Excessive, but better   Not excessive

2. develop a comprehensive testing system that would allow a student to enter the course nearest his/her best level for further learning. (This testing system might or might not give credit for testing out of a course.)
3. overcome teacher "ownership" of specific units or specific courses. Often if a teacher has put in many hours on a certain unit, s/he will not give it up even for the good of the entire program.
4. develop a scope and sequence of our entire program. We needed this for each school and for the entire district. We'll update as changes are made. A copy is shown on page 219.

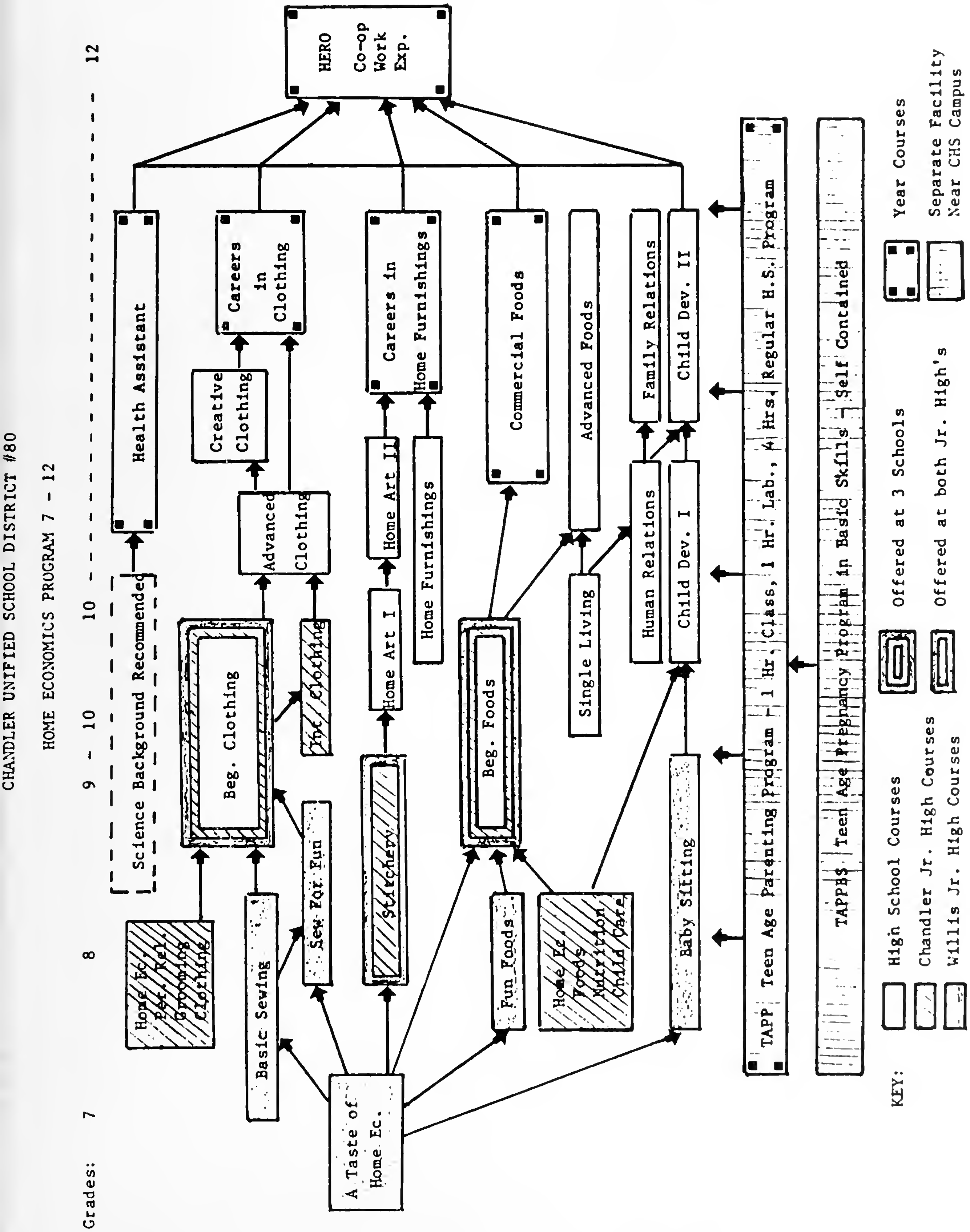
HOW CAN YOU START? Here is one suggested plan.

1. Locate or develop a detailed outline of what should be taught in every home economics subject area for your school district. This should be agreed upon by as many as possible—teachers, administrators and advisory committe.
2. Using this outline, identify who is now teaching what and to what extent or level. A table which allows each teacher to indicate to what level she teaches each part of the outline (e.g., not at all, introduced, mastered) may be helpful.
3. Look for wide gaps and excessive overlaps.
4. Look at existing courses. Should some be changed, eliminated or added? Make changes in

courses where needed, and give up a course if it isn't needed.

5. Discuss and decide to what extent over-lap is a useful reinforcement for learning.
6. Develop and WRITE goals consistent with school goals, objectives consistent with department objectives, and learning activities suitable for students to be taught.
7. Implement your plan for a year.
8. Evaluate and change where needed, and do a new scope and sequence.
9. Develop a system to teach incoming personnel how to work within this system.

With the "back to basics" push by many communities you might want to give special consideration to objectives that will reinforce the basics. GOOD LUCK!



THE COMMUNITY COLLEGE OUTREACH PROJECT

Serving Adults Who Would Otherwise Be Missed

Lois Millam
Home Economics Teacher
Rio Saludo
Community College
Phoenix

Louise Murdick
Home Economics Teacher
Rio Salado
Community College
Phoenix

Through the Outreach Project, qualified home economics teachers from Rio Salado Community College travel all over the Valley of the Sun to take classes to students wherever they can be found. An agency such as the Salvation Army, YMCA, or the Human Resources Department provides the facilities, students, and a small part of the teacher's salary. Unlike regular college classes, these noncredit classes are announced only by the sponsoring agency. The students pay no registration fee and often the agency pays for the student's supplies, child care, and transportation. They serve adults who speak no English, adults who live on Indian reservations, the elderly, the handicapped, the poor. Home economics is basic to everyone's life.

There are many agencies trying to meet the needs of specific segments of the population. Agencies generally have more access to facilities and students than to money and teachers. The Consumer and Homemaking Education Outreach Project is funded jointly through Rio Salado Community College[1] and the Arizona State Department of Education to help fill this gap.

There are advantages and disadvantages to the system. Because students don't have to pay registration fees or pass requirements for a credit or grade, many people are reached who would not attend college under other circumstances. Voluntary class membership indicates that a person is interested in the class. However, with less investment can come less commitment. If an individual's needs aren't being met, that individual won't come back to class and will possibly stay away from future classes.

For eleven years, Outreach teachers in the Phoenix area have been adapting their teaching to meet the needs of a specific group of students and individual types of students within that group. More recent changes in attitude and in legislation mean that public school teachers are also coping with new types of students as mainstreaming becomes a reality. Parents in a parent education class in a housing center may give their children allowances in food stamps which would affect the presentation of a lesson on "Children and Money," but the basic parent-child problems and solutions are the same as in classes where parents can afford to pay.

A high proportion of Outreach Classes are at Senior Citizen Centers. Sometimes a class in crafts is combined with a class in nutrition when not enough people would sign up for a class in nutrition only. In the areas of crafts, cooking, and sewing, hand skills are needed, and arthritis and other cripplers make fine motor control less precise; at the same time, adults want to see adult level results. For stroke victims or students with cerebral palsy, or missing fingers, some of these ideas may be useful.

THINK LARGE
Use larger buttons and buttonholes, longer pins with large heads, and an eleven inch metal trouser zipper for a skirt.

THINK STRENGTH
A person who might tear a tissue paper pattern due to shaky movements could be successful if an inexpensive iron-on interfacing is first ironed on to the back of the pattern.

[1]Rio Salado Community College, a college without walls, is part of the Maricopa Community College District. For further information about the Outreach Project contact Dr. Marti Martin, Rio Salado Community College, 102 North 40th Street, Phoenix, AZ 85034.

THINK SIMPLICITY
A multi-vented plate[2] that attaches to the iron works as a press cloth. Sticking pins straight through the cloth into a cutting board is easier than inserting a pin in and out of the fabric. A pattern made from nonwoven interfacing can be held in place with weights on some knit or nappy fabrics.

THINK SAFETY
A wire cradle[3] can hold a hot iron when it is not in use.

Specific problems with some senior citizens and for mentally retarded students are temperament and a short attention span. A frequent change of activity is needed; e.g., a picture card game to match food items to food groups followed by menu planning or a film.

One group of elderly people in a nursing home are confined to wheel chairs and are extremely limited in their abilities. The teacher of the class must first get their attention with something such as a puppet to get them to come to class and then use music as a frequent change of pace between activity and discussion.

It is not safe to assume that every adult has had the same basic education skills most students receive today. They grew up in a different time period when many people received little education. They may have trouble reading or writing (especially in English for some) but quickly pick up the same ideas presented with demonstrations, pictures, field trips, or easily understood words. On the plus side, these students aren't learning about something they will need in the future; they are *learning by doing* what they need for today.

A teacher in a class of consumer education for educable mentally handicapped young adults had to start with identifying coins and making change. These people had grown up with institutionalized care and were making the difficult transition to supervised apartment living. Classes in meal preparation, personality development, and self-improvement were also offered. Another teacher of mentally retarded students took her class on a field trip to a restaurant after preparing them to do their own ordering, tipping, and paying.

Repetition is important to a student who has lost or never had normal memory. A blind, mentally retarded boy in a macramé class could not remember the knot he learned the week before until a project of making a long belt for his girl friend using the same knot over and over again gave him enough practice in class and at home. In the same macramé class at the Center for the Blind were bright students who could work faster than the teacher. All Outreach classes must be highly individualized. Lack of eyesight affects the method of teaching and the teacher/student ratio, but not the student's ability to learn.

Working with the blind involves substituting a clue that reaches one of the other four senses, primarily tactile and audio. Anything that interferes with one of the other senses such as getting glue or wax on the fingertips means the senses of both touch and sight are gone.

One student in a sewing class was both blind and deaf, but she could speak in a normal manner and often asked questions that could be answered with "yes" (three taps on her hand) or "no" (two taps). Words could be spelled in her hand by drawing one letter at a time with a finger. She could also read braille.

The biggest obstacle most handicapped people face is an attitude based on fear and ignorance. For example, most people don't know that only about twenty percent of the people usually called "blind" have *no* vision, and the type of vision that each of the other eighty percent have can be used to advantage by using large print and/or magnification, high contrast, holding work close to the eyes, or turning the head at an angle to see work from a side view.

Even people with no vision can: (1) Thead a needle (Use a self-threading needle, a wire loop needle threader, or the Easy Threading Sewing Needle[4] that allows a 1¾-inch long eye to open in a 2¼-inch needle.) (2) Measure (Use a seam gauge with notches in a yardstick, or machine

and cut out patterns (A volunteer helper makes the pattern out of heavy nonwoven interfacing material and zigzag stitches around the edge and at markings.) (4) Sew on a standard sewing machine (Use a screw-on seam guide, sew along the edge of a piece of pinned-on paper, or stitch a plastic coated cloth tape measure along the ¼″, ½″, ¾″, 1″, 2″, 3″, etc., lines.) (3) Pin on

[2]Sold under the trade name of Iron-all.

[3]Address for Iron Holder: BO SEW, P.O. Box 426, Woodland Hills, CA 91365.

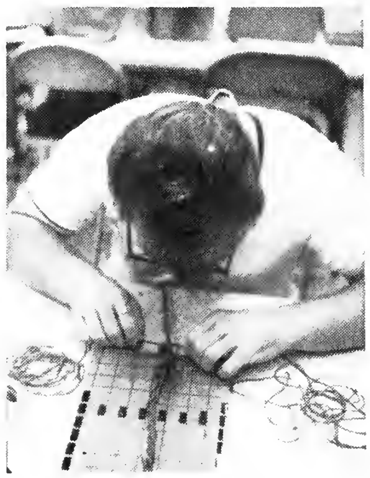
[4]Made by Paces Ltd., Albuquerque, New Mexico 87112. It can be purchased in stores selling needlecraft items or ordered from the catalog, *Products for People with Vision Problems*, American Foundation for the Blind, Consumer Products Department, 15 West 16th Street, New York, NY 1011.

A bobbin box holds a pant's leg open while Rosie Tooker hand sews the hem. The teacher, Louise Murdick (Rusty), was formally a home economist for Sears and had her first experience teaching a blind person when a blind lady bought a Sears sewing machine. Louise demonstrated sewing on a local television program for five years.

Ruby Ward is totally blind but wears glasses for eye protection. She guides her material through the sewing machine by feeling the tension on the basting thread and the position of the presser foot. All the sewing machines are standard models with no modifications for the blind.

Joanne Lesce is making a multicolored large jute wall hanging in the macramé class at the Center for the Blind. Margaret Starkman (back) is making a plant sling.

Even though Daisey Fleming is deaf and blind, she made these coordinated Easter outfits for herself and her granddaughters, Laura (the youngest) and Sandra. Dotted Swiss in the girl's dresses is not only an ideal spring fabric, but the right side of the material can be distinguished from the wrong side by feel. Bessie Bolen (top), Daisey's daughter, comes to class to help her mother.



Steve Hilkemeyer is making a necklace for his mother. His project is pinned to a macramé board made out of half of a cardboard center that once held fabric in a store. The raised lines on the board are made with a labelmaker using stick-on plastic tape. His board is set up for an owl pattern.

Edna Jewson is a blind dwarf. I thought it would embarrass Edna if I asked to take her picture, but the teacher disagreed, "Edna gave everyone in class a picture of herself last Christmas." When I asked Edna if I could include her in my picture story, she was very willing. It would be a shame to deny home sewing to Edna. Sighted or blind, a dwarf can't buy commercially made clothes.

Rose Young (totally blind) is using a plastic drinking straw over the filler cord when doing a row of double half hitches. Each loop of a double half hitch is made around the straw and slid off the end of the straw onto the holding cord. Lois Millam developed this method of keeping the filler cord stiff (and distinguishing it from the tying cord) to help beginning students (sighted or not) catch on to the knot.

Tiofia Serna, shown here with dog guide, Alana, has limited vision at close range. Tio is both a student in the sewing class and a paid assistant for the macramé class at the Center for the Blind.

Cora Hill is just removing one section of a macramé wall hanging Christmas tree. The ends have not been secured yet. Notice that her macramé board has a different pattern of raised markings on it than Steve Hilkemeyer's board (see other picture). Steve Archambault (rear) is making a macramé covered hanger.

Steve Hilkemeyer is sewing a pocket for a bathrobe. He is helped by Susan Helms, an Arizona State University home economics student doing her field study work for a management class.

Walter Kenebrew is making a plant sling.

Photos by Lois Millam

follow basting thread.) (5) Iron (Open the seam with the fingertips, use a multi-vented plate that attaches to the iron as a press cloth, and return the iron to a wire cradle.) The Outreach Project sewing classes at the Center for the Blind have been putting on a style show, complete with a guide dog, every year since 1974. At the 1979 style show the Chancellor of the Maricopa Community College District handed out certificates of completion, the Governor's wife attended, and TV coverage was given.

Another type of Outreach class is called "Look and Feel Well," a course that varies with the students enrolled. For example, one group contained women thirty to forty years old who all weighed over two hundred pounds. Sensible weight reduction, menu planning, exercise, grocery shopping, nutrition, and personal appearance were important topics. In eight weeks, each student made significant weight losses.

Another "Look and Feel Well" class was set up for senior citizens living in a new government housing unit. Class members were not overweight; in fact, they had a tendency to eat too little when living alone in a place where they didn't know other people. Through the class, people began eating better, sharing meals, and exercising together.

A drapery and upholstery class was taught to Yaqui Indians in Guadalupe, many of whom had block printed their native designs on natural homespun fabrics. Low cost decorating classes have been taught in housing centers where every unit looks alike. Home Maintenance for Senior Citizens includes simple repairs and up-to-date methods. A foods class may contain a unit on food preservation, especially sun drying.

Subject matter and teaching techniques are only the beginning. The teacher must take all of her supplies and set up the room when she gets there. A paid aide is provided in only a few cases, primarily for Spanish speaking classes or at the Center for the Blind.

The teacher becomes a master at thinking of low cost methods of accomplishing the task. Free cardboard centers that once held fabrics in a store can be used as lap boards for people in wheel chairs or cut and marked for macrame boards. One teacher developed enough low cost macramé projects, especially those using leftovers, that she became the author of the craft books, *Macramé Miniatures*[5] and *Macramé 'Round the Year.*[6]

Maybe the greatest challenge of all is building the self-confidence of a person who would not come to a regular class. Seeing that glow that lights the face of a student who has tried and succeeded is the fuel that keeps Outreach teachers going.

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[5]By Lois Millam, published by Harold Mangelsen & Sons, Inc., Omaha, NB 68127.

[6]By Lois Millam, published by Hazel Pearson Handicrafts, City of Industry, CA 91744. At the request of this company she has also written *Macrame for Vans and R.V.'s.*

ARE HOME ECONOMICS TEACHERS READY FOR TRAINABLE MENTALLY HANDICAPPED STUDENTS IN THE CLASSROOM?

Laurel Krinke
Marana High School

I thought information about "trainable mentally handicapped" students didn't apply to me until I found out that only the "Special Ed" students with an IQ above 55 were already mainstreamed. My "Special Ed" students knew more than sight words, and could count change proficiently; I didn't have any "trainables" yet. Public Law 94-142 states that schools must take the "least restrictive" means to educate Special Education students. In our school this has meant that self-contained classes for TMH are being replaced, whenever possible, by mainstreaming the students. The "trainables" are now in Art, Physical Education, and Home Economics at Marana High School. I am referring to moderately retarded persons who have a mental age between 3 and 7 and an ability level around kindergarten or first grade. IQ levels range from 30 to 55. (In our program they have all been between 45 and 55.) In Arizona the accepted term is TMH or Trainable Mentally Handicapped.

The Home Economics Teacher and TMH

When ability level is as low as it is with TMH students, usually some brain damage has occurred. Other handicaps that result from brain damage often interfere with learning. In my opinion, the most difficult of these to deal with is behavior problems. Discipline procedures that had worked effectively for me with other students had little or no positive effects on many TMH students. Fortunately our program had excellent assistance from the TMH academic teacher, Patt Hale, and from a University of Arizona Special Education Student Teacher, Patti Gamez. The use of behavior management techniques proved effective. Behavior management is consequence-oriented, and I preferred it to behavior modification because it prepares students for the consequences of actions which occur in the "real world." Reading a reference on behavior management should prove to be helpful to anyone who is to work with TMH students.

For many justifiable reasons Home Economists will be chosen to teach TMH students. Our curriculum consists of living skills which all people can utilize to help meet basic needs.

Our curriculum can be simplified enough to enable student success. For some TMH students it is a chance to learn to do many things for themselves which others have done for them in the past. Many TMH students have had too much done for them because it is often easier and quicker to do a task than it is to teach a TMH student to do it for him/herself. Because the TMH student tends to have too much done for him/her, s/he often appears to be younger mentally and to have a lower ability level than really exists. Teacher *patience* is needed.

Many TMH students will have more home responsibilities as they get older, some will marry, and many will participate in some type of employment. In all of these situations, personal care skills and social skills are necessary. The Home Economics teacher has been a logical choice for teaching and reinforcing the development of these skills.

Courses in Child Development and preschool education are usually an integral part of the Home Economics teacher's background. From working with preschool children we already have a point of reference to which we can compare the mental age and ability levels of the TMH student.

Developing a Curriculum

In our case one high school teacher from special education and one from home economics were given two weeks during the summer to plan the home economics course for TMH students. As it turned out the adult and student help we had, both in and out of the classroom, made an ideal situation for us. The following people contributed to our success.

OUT-OF-THE-CLASSROOM ASSISTANCE:
1. Special Education Coordinator—Marana High School, Joann Ward
2. TMH Academics Teacher—Marana High School, Patt Hale
3. Project Teacher Educator, Special Needs Project—University of Arizona, Rachel Moreno
4. Project Director, Special Needs Project—University of Arizona School of Home Economics, Dr. Doris Manning.
5. Consumer & Homemaking—Mrs. Clio Reinwald, State Department of Education, Phoenix, Arizona

IN-THE-CLASSROOM ASSISTANCE:
1. Special Education Student Teacher—University of Arizona, Patti Gamez
2. Adult Aide (paid) who works with the TMH students all the school day
3. Adult Aide (paid) who works with Special Ed. students all day, but only one hour with TMH students
4. Seven unpaid student assistants of both sexes who received credit toward graduation and served as role models

If no paid aides had been available, I would have tried to find a couple of patient community volunteers, e.g., retired teachers or students in junior college classes. With community support, one can accomplish anything!

My student assistants were a unique and exceptional group. None was a typical "A" student. They all surprised me with their contributions, their patience, and their sharing. They gave and gained so much that it's hard to measure or describe.

Pointers to Help Implement the Basic Curriculum

Foods

1. Use food models.
   - Cut food pictures from magazines and use rubber cement to fasten them to cardboard or construction paper; *or*
   - Buy food models printed on cardboard (in Arizona the Dairy Council furnishes these to the schools upon request); *or*
   - Buy three dimensional plastic food models.
2. Using the food models, have students plan breakfast, lunch, and dinner, including the Basic 4 in each meal. If any students tend to be overweight, take this into account when planning.
3. Create possible hazardous situations in a kitchen and have students explain what problems the situations could cause; *or* use pictures showing hazards such as Proctor and Gamble's "How Many Hazards Can You Find?" *Caring for a Home* Unit, Master Visual #5.
4. Name and explain the kitchen equipment and then ask students what each item is. Give the students time to find out where all the equipment in their kitchen is. For evaluation, we played an "Equipment Game" with the following rules:
   - Each kitchen unit is a team.
   - Each team member takes a turn as the equipment finder, and there are several rounds of the whole team taking turns.
   - When the teacher (or aide) calls out the name of a piece of equipment, the team whose member finds and holds up that piece of equipment first gets one point for the team.
   - Student helpers and aides acted as judges of who found equipment first, and as scorekeepers with scores placed on the chalkboard.
5. Color coded cups and picture recipes made measuring and recipe reading easier. I am having measuring cups made that are triangular, round, heart-shaped, and square which will also be color coded to make measuring even easier. All the picture recipes will then be shape and color coded. We practiced measuring sawdust for dry measuring and water for liquid measuring. The proficient measurers will be given a *Measuring Operator's License* which gives them the right to help measure ingredients when cooking. Cutting pictures out of magazines is a simple way to get "food" for your picture recipes. When they find out that you are really going to use them, most students will be willing to assist. If the picture recipes are properly made, they could also be used with the kindergartener, the non-reader, and the non-English speaking person. Guidelines for picture recipes are:
   - First page: pictures of all equipment and supplies that are needed

- Middle pages: at least one picture for each step of the recipe
- Last page: a picture of the finished product.

In addition, the recipe must be understood by looking only at the pictures and color coding of the measuring cups must be shown.

6. In table setting we began with paper plates, cups, bowls, and plastic utensils to cut down on breakage. We later advanced to the use of other dishes.
7. Role play is excellent for teaching and practicing table manners.
8. Dramatic play using old cereal boxes, cans, and packages that food came in worked well to teach purchasing and storing food. Play money and paper sacks are needed, and a play cash register is helpful. Students pretended that they were purchasing food, and one was the cashier. Students "put away" food in shelves or refrigerator by using a real refrigerator or a play model.

Clothing

1. In preparing clothing for laundering, we used fabrics 12″ x 12″ with zippers and buttons on them or baby doll clothes or baby clothes and small pieces of fabric cut out in the shape of clothes to make sorting clothing both practical and realistic. We sorted according to color, fabric, and degree of soil. Student helpers made up and labeled stains and spots on pieces of fabric. Class members tried various methods until they successfully removed the stain.
2. Line, machine, and flat drying were demonstrated.
3. In teaching care and use of iron and ironing board, we learned to emphasize how to turn the iron OFF!
4. Students really enjoyed showing their expertise at hanging and folding clothes. This might be a possible type of work that the TMH student would perform adequately.
5. We used catalogs and made collages or appropriate clothing combinations for work, church, sports, dating, and leisure time: We also used fabrics cut out in the shape of garments and put colors near the face to find out which colors looked best.
6. We used newspapers and catalog pictures to give ideas of who sells clothing.
7. We began sewing with pipe cleaners (bent to make a needle), yarn, and open weave drapery samples to eliminate getting hurt from a needle—or at least the fear of it. One of the students was very afraid of using a needle. Everyone progressed to the use of a regular hand needle.
8. Finger guards on the machines, and seam gauges help the students learn to sew safely and straight. A sewing machine operator's license can be given to students who become proficient in the sewing of straight and curved seams and backstitching. Student projects included quilts from 5″ squares, pin cushions, pillows from preprinted material, and simple skirts. We also did some craft projects.

   Velcro might be easier to put in than a zipper. Clear magic tape can hold the zipper in place and provide lines where the student is to sew. For gathering, the wide zig-zag stitching with a heavy thread through the middle of it afterwards makes a gathering thread that doesn't break so easily.

   It was enjoyable to teach sewing to the TMH students because most of them were so proud of being able to sew on the machines. I had one boy who said it was sissy, but soon after he became the Mechanic with the task of cleaning the machines with a brush in the bobbin area, he, too, was ready to learn to sew!

For help in

Education for Parenthood

see Linda Lee Shoop, "Living Laboratories"

in *Children Today,* November/December 1979, pp. 23-26.

Wisdom: an uncommon amount of common sense.

NUTRITION AND FOOD SKILLS WORKSHOPS:

OLDER AMERICANS PROGRAM

Workshops were conducted by:

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In an effort to assist with the much needed training in the areas of consumer education, nutrition education, and food service administration for older adults, three Arizona agencies[1] cooperated in a joint venture to meet some immediate needs of the elderly population in the state.

DES, Aging and Adult Administration administers funds under the Older Americans Act Title III, Part C—Nutrition Supplementation. The nutrition program is designed to help older, isolated persons to become involved with other older people, to enjoy better health through improved nutrition, and to remain self-sufficient. The program provides one meal a day, five days a week, which meets one-third of the Recommended Dietary Allowances (RDA) for the adult 60 years of age and over. There are twenty-six nutrition projects throughout the state. Since the nutrition program has limited funding, volunteers involved in preparing and serving the meals are a very important part of the success of the program.

To function as an integral part of the team, it was necessary that volunteers become familiar with concepts in food preparation, sanitation, storage, purchasing, serving, packaging of home delivered meals, and consumer and nutrition education.

The workshops were presented in three sessions, conducted at the senior centers and nutrition sites to assist the site staff in applying the educational concepts to their own environment.

Regular planning meetings were held to assess progress, evaluate program content, and review audio-visual resources. Flexibility was a keynote in the planning and presentation to meet individual site needs. Each workshop session was evaluated by the program participants.

Food brokers and purveyors were most generous in providing products which were incorporated into the food demonstrations.

The following outline and illustrations are part of the project.

1. FIRST SESSION:
   - A. Introduction—"warm up exercise," get acquainted.
   - B. Film: "The Maturing Years"—Tupperware Educational Services—Discussion of the film:
     1. What did you like about the film?
     2. What are some of the important points and highlights?
     3. Discuss nutrient needs for elderly: protein, vitamin A, vitamin C, calcium, iron, and decreased calories
     4. Ways to improve dietary intake
     5. Need for exercise
     6. Need for socialization
     7. Discuss mineral oil, "health foods," vitamin supplements, etc.
     8. Ways to enhance appetite—importance of color, appeal, and appearance of food
   - C. Basic Four Food Groups
     1. Food models game
     2. National Dairy Council Comparison Cards
     3. Dairy Council's "Guide to Good Eating"
   - D. Menu Planning:
     1. Why plan menus? Discussion leader will list reasons with input from participants
        - a. Pre-costing menu
        - b. Analysis of acceptance of menu items, plate waste, and clientele. Comments from record keeping
        - c. Planned purchasing: How much to order, Delivery schedule, and Storage
        - d. Preparation of recipes: Standardized for number of servings, Size of servings, Equipment needed, and Time needed for preparation
        - e. Instructions for employees

SUMMARY

1. Plan menus with four points in mind:
   - a. The participants who will eat the food—clientele
   - b. The employees who must prepare and serve the food
   - c. Available equipment
   - d. Budget

Then review with handouts on "Essentials for a Menu Planner to Know" (see page 229) and "Check List for Menu Evaluation" (see page 229).

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[1]Department of Education, Home Economics Education; Department of Economic Security, Aging and Adult Administration; Department of Health Services, Bureau of Sanitation

2. Menu Planning Exercise
   Participants working in groups will plan two lunch meals
   Number will depend on total participants
3. Menu Planning Exercise
   a. Did you consider color, texture and combination in menus?
   b. Did you consider the day of the week you have deliveries?
   c. Do you have the equipment in your center for this menu?
   d. When would you buy these supplies?
   e. Would you be able to store these supplies until needed?
   f. Are the meals adequate in nutrient value?
4. Case Studies

E. Title III—Part C
   Regulations
   1. What is Title III? Explain Older Americans Act as Amended October 1978.
   2. Consolidation of Title III, Title V and Title VII
   3. Review of 1/3 RDA Requirement—Meal Pattern
   4. Review Nutritional Needs of Elderly population. How does this fit into menu planning for Nutrition Centers
   5. Cite example of foods from each of the Basic Food Groups. Review sample menu from Menu Planning Exercise.
   6. Give samples of meat alternates, discuss portions as per Title III Nutrition Program Regulations.
F. Sanitation:
   1. Describe role of sanitation
      a. Relationship of sanitation to Nutrition Projects
      b. Legal Responsibilities
   2. Food Sanitation Ordinance of 1976—discuss new regulations, contrast with the old regulations.
   3. Food Storage
      a. Food Sources—purchasing of food from approved service
      b. Define potentially hazardous foods—description of special care needed in storage
      c. Storage standards—labeling—separating food from cleaning compounds
      d. Exclusion of vermin
   4. Personal Sanitation
      a. No "sick" food handlers
      b. Hand washing
      c. Clothing and hair restraints
   5. Food Preparation:
      a. Minimize hand contact with food—use of gloves
      b. Prevention of cross contamination
      c. Thorough cooking—minimum temperature required
      d. Hot/cold holding temperatures
      e. Rapid cooling
      f. Reheating
      g. Thawing
   6. Serving
      a. Protection of foods
      b. Re-service of foods
   7. Cleaning of Equipment and Utensils:
      a. Reason for
      b. Types of components
      c. Sanitizer and its use
      d. Establishment of cleaning schedule
      e. Ice machine, blender, mixer, and slicer
   8. Dishwashing
      a. Three-compartment sink method
      b. Cleaning of cutting boards
   9. Vermin Control
      a. Disease transmission
      b. Vector—pests that carry disease
      c. Control
         (1) Biological control—protecting general sanitation
         (2) Extermination—traps, poison, reading labels
   10. Film Showing
      a. "The Enemy Around Us" Food preparation in industry—emphasis on sanitation
      b. "Insect and Rodent Control"
G. Summary:
   1. Hand out evaluation form
   2. Hand out "Concerns . . . Help . . . Needed" form
   3. Discuss briefly agenda for second session
   4. Questions—Discussion

1. SECOND SESSION:

A. Review highlights from Session I
B. Show films and discuss
   1. Standardized recipes
   2. Quantity food production
   3. Meat cookery
   4. Vegetable cookery
C. Food Demonstration
   1. Use of raw vegetables
   2. Making pizza using English muffins
   3. Homestyle dressing recipe
D. Portion Control
   1. Title III C—Menu pattern guidelines
E. Group Discussion
   1. Question and answer
   2. Evaluation/Comments
   3. Suggestions

1. THIRD SESSION:

A. Summary of Session I and II
B. Purchasing of Foods
   1. Menu as guide
   2. Budget
   3. Quantities
      a. Quality
      b. Size
   4. Availability
C. Storage of Perishable and Dry Foods
D. Demonstration on Grades of Canned Vegetables and Fruits
   1. Can cutting and discussion of product use (whole, stewed, chopped, pieces, puree, etc.)
E. Food Fads/Fallacies
   1. Quiz on common food fallacies
F. Food Demonstration
   1. Quantity recipes
   2. Recipe Suggestions
      a. Projects sharing favorite recipes
G. Food Additives: Definition and Functions
H. Summary
   1. "You Are What You Eat"—film
   2. Evaluation/Comments (see page 230)
   3. Suggestions

Conclusions

The workshops were presented in all of the six planning regions in Arizona. Twenty-four workshops were conducted for a total of 525 participants.

Improvements in the following areas have been observed: Menu planning techniques (compliance of Title III C Regulations), purchasing skills, evidence of upgrading personnel

and environmental sanitation, efficiency in use of equipment, and more interest in conducting nutrition education at the senior centers and nutrition sites to participants.

The cooperation of the three governmental agencies through education have met some of the needs for the Older Americans Program.

Nancy Dillon—Quantity Food Recipe Demonstration at Prescott Senior Citizens Center

ESSENTIALS FOR A MENU PLANNER TO KNOW

1. Knowledge of the people to be served—
   Their likes and dislikes
   Their nutritional needs as based on age, sex, occupation
   Their food habits as determined by ethnic, regional, cultural and religious differences
   Their physical well-being and/or limitations
2. The availability of raw materials and their cost (costed standardized recipes and budget allocations)
3. The ability of the production and service personnel (number of personnel, their abilities, schedules and skills)
4. The time allowed for food preparation.
5. The limitations of the equipment and space of the food service establishment.
   Arrangement of the kitchen and service areas
   Equipment available
   Storage of all kinds
6. Different methods and procedures for preparation and service.
7. Food combinations—flavor, texture, color, forms/shapes, variety, temperature, and type of preparation.
8. Style of service to be used.

CHECK LIST FOR MENU EVALUATION

1. Does it meet the Four Food Groups for nutritional adequacy? Has special attention been given to:
   Vitamin C   Calcium
   Vitamin A   Iron
2. Are the foods offered in season, available and within price range? Budget allowance? Delivery schedule considered? (daily, weekly, monthly, holidays)
3. What foods in each menu offer contrasts of color, texture, flavor, shape or form, method of preparation, temperature?

4. Is any one food item or flavor repeated too frequently during the menu period?
5. Are the meals made attractive with suitable garnishes and accompaniments?
6. Do the combinations make a pleasing meal, and will they be acceptable to the clientele?
7. Can these foods be prepared with the personnel and equipment available? or Purchased "ready to serve" and properly stored (frozen, refrigerated, dry storage) until serving time?

EVALUATION

NUTRITION WORKSHOP SESSION: ______________________________

DATE: ______________________________

1. Did the program meet your need for specific knowledge on the topic?
   ☐ Very well ☐ Moderately ☐ A little ☐ Not at all
2. Did the presentation cover the topic sufficiently?
3. Was time allowed for questions and answers?
4. In general the speakers were
   ☐ Excellent ☐ Good ☐ Adequate ☐ Inadequate
5. In your job can you *actually use* what you learned?
   ☐ Definitely ☐ Yes ☐ Maybe ☐ No
6. In general how would you rate this workshop?
   ☐ Excellent ☐ Good ☐ OK ☐ Just passing ☐ Poor
7. What did you like most about the workshops?
   ____
8. What did you like least about this workshop?
   ____
9. Please give the program a rating (please circle):
   Good 1 2 3 4 5 Bad
10. Overall Statement—Please list your suggestions and additional comments.
    ____
11. In which workshop were you present?
    ☐ Flagstaff ☐ Willcox ☐ Lake Havasu ☐ Florence ☐ Tucson ☐ Yuma
    ☐ Phoenix ☐ Prescott ☐ Winslow ☐ San Carlos ☐ Sacaton

Recommended reading:

"Adolescent Abuse and Neglect: The Role of Runaway Youth Programs," by Ira S. Lourie, Patricia Campiglia, Linda Rich James, and Jeanne Dewitt, in *Children Today*, November/December 1979, pp. 27-29.

GET 'EM

WHILE THEY'RE YOUNG!

NUTRITION EDUCATION K-6

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Although food is one of our necessities throughout the life cycle, nutrition education has usually begun after a child is at least ten years of age. An individual's potential for physical, intellectual, and emotional development is strongly influenced by how well the body is nourished.

For the past several years nationwide emphasis has been placed on nutrition education, and Arizonans began to address this need in the early '70s. The attention to nutrition education in the 1976 Vocational Education amendments also had its effect.

As home economics educators examined elementary curricula, it was apparent that nutrition, if taught, was a minor part of a health unit. There may be many reasons for the small amount or lack of nutrition education in the elementary schools. Some teachers feel poorly prepared, some are not interested, some think the children would not be interested, and others feel that they just cannot add one more subject to their teaching load. Considering the students' needs for nutrition education and the teachers' need for assistance with teaching plans and materials, it became apparent that a functional elementary nutrition curriculum guide was urgently needed.

Producing the Elementary Nutrition Curriculum Guide

In 1974 a steering committee was formed at the state level to make plans for producing such a guide. Teachers, school administrators, nutritionists, school nurses, state department specialists and food service personnel were involved in its writing.

The guide consists of two parts: (1) kindergarten through grade 3 and (2) grades 4 through 6. For both levels, the loose leaf packets are articulated and color coded into the following:

1. Introduction
2. Supplying our food
3. Understanding nutrients and selecting food
4. Determining factors in individual food choices
5. Getting more for food dollars
6. Preparing and serving food
7. Exploring jobs and careers related to nutrition and food
8. Providing for family and community nutrition
9. Bibliography

Units are composed of lessons which may be taught in sequence or selected individually to complement other curriculum. To assist the teacher in using the guide, lessons are identified as related to on-going curriculum areas such as mathematics, social studies, music, and language arts. Informational printed materials are included when applicable and available.

Lesson plans outline educational concepts, objectives, activities and evaluation and also include facilitating information about materials and time needed for preparation and presentation. Additional materials such as puzzles, bulletin board ideas, and visuals are included in each lesson plan (see examples on page 232).

Community Committee Recognizes Need

During the time that the curriculum guide was being constructed by the established committee, a group of community members in Tucson decided to examine and improve food practices within the related public schools. As the original thrust was promoted by a dentist, much attention was given to snack foods and vending-for-profit by school groups. The conventional food service menus and breakfast programs were also examined. The committee consisted of about forty people including parents, students, dentists, physicians, University of

Arizona specialists, community agency representatives, food service personnel and school administrators and curriculum coordinators. The result of the eight sessions was a set of guidelines, ultimately adopted by the school board, which attempt to identify or define harmful and nutritious snack items and to provide a monitoring system for snacks to be sold in the elementary and junior high schools, and to recommend that high school clubs seek non-food or nutritious food items to vend for their money-making activities. The third outcome of the nutrition study committee was a district-wide special committee to promote nutrition education in the elementary schools.

Guide Distributed to Teams

Workshops to introduce the elementary nutrition guides were conducted by the State Department, University and District personnel, in the three areas of Tucson Unified School District. From each elementary school in an area, a team composed of an administrator, a primary teacher, an intermediate teacher, the school nurse, and a school food service person were invited to attend the two-hour workshop. Group sessions involved the presentation of the guides, explanation of the format rationale, and discussion of supplementary materials. Special sessions were held for primary and intermediate teachers to deal with more specific use of the guide, to "walk-through" a lesson and to provide ideas for integrating nutrition into ongoing curriculum. Each team member was asked to introduce the guide to others in his/her school, and one set of guides was given to each school.

Primary and Intermediate Teacher Workshops

After the preliminary distribution of the guides to schools throughout the District, it became apparent that one set of curriculum guides per building would not be enough. Funding for field testing secured at the state level permitted printing enough copies to give a section of the guide to each two teachers at a given grade level in each of the schools in Area B, about one-third of the elementary schools in the district.

All teachers were then invited to an after-school workshop presented by the nutrition specialist who served as a consultant during production of the guide, the district food service dietitian, and the district coordinator of home economics. Teachers explored the guide by examining selected sections with the various supplementary materials which might be used to teach the lesson.

Workshop on Concepts and Materials

As teachers began to work with the elementary nutrition guides in their classrooms, additional materials were deemed necessary. In a one-week state-funded workshop, a nutrition specialist and an elementary teacher worked with twenty elementary teachers to enhance their knowledge of nutrition concepts and to prepare materials for use in the classroom. Each teacher prepared a lesson or lessons with supplementary materials. These materials were shared in class and then printed for dissemination to other teachers using the guide.

A first grade class using materials which Dorothy Maxson prepared in the workshop. The basis for the lesson depicted is Major Concept II, Understanding Nutrients and Selecting Food in the primary packet (see page 233).

Nutrition Education Specialists

The Tucson Unified School District recently employed two part-time nutrition specialists to provide further in-service education for teachers and food service personnel and to prepare information about available instructional materials. These positions were provided through a proposal written for the Nutrition Education and Training Program (NETP) federally funded under P.L. 95-166. The dietitian from the food service department and the home economics coordinator cooperated in writing and directing this nutrition education project.

MAJOR CONCEPT II. UNDERSTANDING NUTRIENTS AND SELECTING FOODS

SUB CONCEPT: Basic Four Groups

GOAL STATEMENT: The student will understand the Basic Four Food Groups can serve as a guide in making food choices to meet their nutritional needs.

ELEMENT: Educational Awareness

ELEMENT THEME: The student will recognize the significance of language, computational and reasoning development, and the mastery of content knowledge as a means of achieving career goals.

GRADE LEVEL: Primary

APPROXIMATE TIME NEEDED: 20-30 minutes

SUGGESTED GROUPING: Entire class, small groups
RELATED AREA: Language Arts

PERFORMANCE OBJECTIVE: The student will identify the Basic Four Food Groups and the foods belonging in each category when given an uncompleted diagram.

LEARNING ACTIVITIES*

1. Students share ideas about foods they like. (The foods named may be listed on a chalk board or flip chart.) Students discuss questions, "Are there some foods we *should* eat every day? Are there foods that will help to make you feel good, grow big and strong, and help to keep you healthy? (As students name foods list them on chalkboard or flip chart.) Students draw pictures of four foods that will help them to feel good, stay healthy, and grow.
2. Teacher collects a box of foods with several representatives of each of the Basic Four Food Groups. (Avoid canned foods and utilize those which can be easily identified by touch.) Students are blindfolded, and feel and name one food.
3. Students exchange ideas on how foods might be put into groups by color, size, etc. (Teacher may need to suggest putting together all the meats, breads, and cereals, fruits and vegetables, milk and milk products.) Teacher then lists on the chalkboard the Basic Four Food Groups. Students name as many foods as possible that belong in each group. Teacher explains we need foods from each group every day.
4. Students, divided into groups of four, are given food models of Basic Four Foods (first, remove foods that do not belong in any one category or that supply largely calories). Each student is given a name of a food group such as "meat" and collects all the foods for that group.
5. Each student is given one food model. Student names the food group to which that model belongs.
6. Students play a matching game using food models. Each student receives 5-7 food models. When leader holds up a food model such as glass of milk, students hold up a model of a food from the same group such as a slice of cheese.

SUGGESTED MEDIA AND RESOURCE MATERIAL
Dairy Council of Arizona
Basic Four Food Groups (poster)
Food Models—Every day eat 1-2-3-4 way
Samples of foods from each groups
Poster paper, crayons

METHOD OF EVALUATION
Students make a placemat on which they draw a plate, glass and silverware. Students cut pictures from magazine for a balanced meal. (Meal should contain food from each of the food groups.) Student may draw pictures rather than cut pictures from magazine. Advanced students play "Food-O" game, page 1b.

*The activities adapted from "Children's Chowder," K-3, Expanded Nutrition and Family Program, Cooperative Extension Service, Washtenaw County, Ann Arbor, Michigan 48108.

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Volume XXIII, No. 5
May/June 1980

ILLINOIS TEACHER
OF HOME ECONOMICS

REDEFINITIONS AND REVALUATIONS

REDEFINING HUMAN RELATIONSHIPS

HOME ECONOMICS EDUCATION · UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

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Foreword

A large part of the work for this issue of ILLINOIS TEACHER was done back in January while I sat beside the hospital bed of my dying mother. The cancer did its deadly work slowly and the pain was intense. But during those days and nights that I sat watching her, there were times—a few minutes or an hour—when the sedation allowed her to sleep and I could edit an article or two. Nothing that I could do for her was too much as I thought about all that she had done for me. Without her hard work and stubborn persistence, I would never have been able to go to college. When I was fifteen, she had said to me, the oldest of four, "If we are ever going to be able to send you to college, we'll have to move to a college town. Where do you want to go?" I chose the state university, and we moved! At the time, I had no comprehension of the courage that took. Twenty years later all four of us had at least one degree. Circumstances and poverty had kept my mother from getting more than eight grades of formal schooling, but her intelligence and plain wisdom exceeded that of many PhD's of my acquaintance. She continued to learn as we proceeded through school and college, and after we had all left home, she held two part-time jobs at once, as manager of a small branch post office in a Veterans' Hospital and as secretary-treasurer of the credit union there. At 80, long retired, she was still active in her big garden and loading us with produce when we came to visit. After she was widowed at 67, she had lived alone, but she had an ability to be alone without being lonely, and she told me shortly before she died that she saw no need for people to be "blue"—her word for depressed. When she began feeling blue, she just turned her mind to something pleasant! She was one of the many of her generation who helped make our country great by teaching the next generation the qualities that add up to integrity.

In this issue we have emphasized human relationships with articles on the recent national conference on the Future of the Family, young children, elementary school students, adolescents, young adults, the aging, and a reprint from CHILDREN TODAY on emotional abuse which ought to be required reading. We are glad to have an article by a male home economics teacher this time, too.

We also have a variety of articles on other subjects including our salute to the Teacher of the Year awardees, FHA-HERO, consumer education, one school's competency approach, and a reprint from EDUCATIONAL LEADERSHIP which we found especially relevant to our theme. I pronounce it excellent!

This issue got so "fat" that it was expensive to produce, but we hope it has something for everyone.

We look forward to receiving your renewal subscription for next year.

—The Editor

"It is more important to do the right job than to do a job right."
This can be the objective that steers our life. —Donna Goldfein

THE FUTURE OF THE FAMILY

Hazel Taylor Spitze

The women's movement has turned a corner, and around that corner home economists were waiting to join in. As this merger occurs, both the home economics profession and the women's movement will be strengthened.

What was at that corner? It was the recognition by leaders of the women's movement, including Betty Friedan at the forefront, that families are important. "The great challenge we face in the '80s," says Friedan, "is to frame a new agenda that makes it possible for women to be able to work and love in equality with men . . . and to restructure the institutions of home and work" so that both men and women can place a high value on family and both can participate in careers without losing their identities as persons and as family members.

"We do not share the frequently voiced opinion that American families are in a state of hopeless collapse," says Muriel Fox, President of the Legal Defense and Education Fund of the National Organization for Women. "The future of the family is an over-riding feminist issue."

The Future of the Family was the title and theme of a conference held in New York City on November 19, 1979, under the sponsorship of NOW's Legal Defense and Education Fund and co-sponsored by 95 other organizations including the American Home Economics Association's Center for the Family. I was one of the approximately 2500 people attending that conference, and I felt encouraged to hear the speakers expressing these positive ideas about family.

The Assembly included 13 panels, six concurrent sessions in the morning and seven in the afternoon. All were recorded and the transcripts can be purchased. I chose to attend Panels 1 and 12, and I also attended the luncheon, at which the speakers were Alvin Toffler, Isaac Asimov, Betty Friedan, and Congresswoman Elizabeth Holtzman of New York, and the late afternoon session at which Norman and Frances Lear moderated a panel of four other couples who have achieved equality in their marriage, according to their own perceptions. These couples were Irma and Herman Badillo, Eleanor and Edward Norton, Nancy Friday and William Manville, and Linda and Jimmy Fox. The latter couple are central figures in a documentary film about a blue collar couple's egalitarian marriage, and the others are well known because of their positions as authors, high government or corporate officials, or in professions.

Marriage as an Economic Partnership

Panel 1, "With All My Worldly Goods—Marriage as an Economic Partnership" was a most interesting session. Moderated by Phyllis Segal, Legal Director of the NOW-LDEF, it included statements by:

(1) Gene Boyer, a corporate vice-president, chair of the Wisconsin Women's Network, member of the Wisconsin Governor's Commission on the Status of Women, one of the 28 founders of NOW, and a vice president of the NOW-LDEF.

(2) Judith Areen, professor at Georgetown University Law Center and a member of the White House Task Force on Regulatory Reform, whose writings include a book on family law and articles on child abuse and neglect.

(3) Carlyn McCaffrey, practicing lawyer in New York and adjunct professor of law.

(4) Sylvia Roberts, attorney in private practice in Louisiana and General Counsel for NOW-LDEF.

(5) June M. Weisberger, professor of law at the University of Wisconsin and one of the primary architects of the proposed Wisconsin legislation for marital property reform.

(6) Lenore J. Weitzman, sociologist specializing in family law and producer of an audio-visual program on "images of males and females in elementary school textbooks."

(7) Selina Martin, guest of the Panel, who drew the greatest applause after telling her story of working double shifts as a nurse to support her family (including her unemployed husband) and to buy a home, then seeing her husband take a second mortgage on the home, without her signature, to obtain money for his mother, fighting her way through the courts and losing because of Louisiana's "head and master" law which gave the husband control of all family assets including his wife's earnings. The whole story will be told in a television documentary now being produced.

Those who attended the Panel were encouraged to participate after the panelists' presentations and their contributions were also interesting.

Attending this Panel was eye-opening, encouraging, and depressing all at the same time! Having some of the inequities in marital property laws pointed out by experts who had spent years in this kind of study was eye-opening. Hearing about some of the progress that has been made in some states and the proposals now under consideration was encouraging. Seeing how far we have yet to go to achieve any kind of equality in this realm was depressing. Let me share some of the information I gained or had reinforced by listening to that session.

"Most couples enter marriage in total ignorance of marriage laws; instead, they have private understandings and the partner who does not earn the money often finds that s/he has no assets. Today in Wisconsin marital property reform is the number one priority issue."

"Most married women have no knowledge of their rights. The marriage contract is signed without reading the fine print; in fact, the state does not even give us the fine print. It's a three-way contract between husband, wife, and the state."

"Recognizing the economic aspects of the marital partnership will strengthen marriage. ERA carries confirmation of the wife's equal rights in marriage."

Wisconsin has been in the forefront with regard to reform of laws to secure women's rights. In the mid '70s, an omnibus bill overhauled Wisconsin statutes (with three exceptions) to remove sexist language and apply principles of equality. Since then, two of those exceptions, in regard to rape and divorce, have been passed. The third, marital property reform, is in process.

In the 42 "common law property" states, the non-earning, non-asset-owning spouse usually can get no credit, has no property to give away in a will, and may actually have fewer rights during marriage than after divorce. In some cases, co-habiting partners have more legal protection than legal spouses.

The eight "community property" states are Washington, California, Arizona, New Mexico, Texas, Nevada, Idaho, and very recently, Louisiana. The laws vary in these states but generally the marital partners share the tangible property equally. One-fifth of the U.S. population lives in these states. The Louisiana law, passed after the Selina Martin suit when the legislature feared that it would reach the Supreme Court, contains a provision that one spouse can waive the right to "equal management and control" of family assets so, in reality, the "head and master" law could still be in force if the wife signed the waiver.

The "marital partnership property bill" in Wisconsin proposes: (1) that property be divided into "marital partnership property" and "separate property," the latter being what a spouse brings to the marriage or inherits during the marriage, (2) that both spouses participate equally in all management and control of marital partnership property, (3) that at death either spouse can will one-half of the marital partnership property as s/he sees fit, (4) that enforceable individual marriage contracts be guaranteed, and (5) that no state tax on inter-spousal transfer of property during life or at death be imposed.

"To be fair and equitable, all of the assets of the marriage, including *intangible* assets, must be included in marital property. Even in community property states, the legal definition of property does not include some important assets which both partners have worked to achieve, e.g., the education or career investment (seniority, pension rights, skills, etc.) of one partner."

"This inequity could be corrected by enforceable private marriage contracts which now are allowed in only ten states, California, Arizona, Colorado, Connecticut, Florida, Illinois, Kansas, Nevada, Oklahoma, and Oregon. They can give the partners control over the terms of their relationship in concrete terms and transcend state laws which may differ when they move from state to state. Such contracts, specifying how decisions will be made, could also be used by co-habiting couples."

The basis for our common law, derived from England, is that all property belonged to the husband. In case of divorce, we still have no set of clear rules to follow in dividing property.

The amount of discretion accorded to trial judges is great. Many principles or factors are given consideration, and the weighting is up to the judge. These include: (1) fault, (2) need, (3) status (i.e., the life style to which they are accustomed), (4) rehabilitation needed, e.g., to become employable, and (5) the contribution to the marriage (including what the non-earning spouse gave up to make his/her contribution at home).

"We need to establish by law the principles on which to base decisions and to allow enforceable private marriage contracts just as we now allow enforceable private wills which take precedence over state laws regarding the distribution of property at death."

A University of Michigan longitudinal study of 500 families showed divorced women twelve times as likely to be on welfare as the non-divorced women in the study but divorced men as having more spendable income than before the divorce.

Some of our tax laws encourage marriage and some encourage divorce, especially some income tax provisions and some parts of the gift and inheritance tax laws. For example, allowing joint income tax returns encourages marriage (There is no tax credit when hiring a housekeeper!), and the tax rate which is lower for single than married persons with the same income discourages marriage when both are earning. Income splitting by alimony and the use of the single tax rate encourages divorce.

The average length of marriage today (in the U.S.) is seven years. If couples wish to prepare for the eventuality of divorce while they are in love, the private marriage contract offers the vehicle.

"Women will never be free as long as they don't have equal rights *in the home* as well as in the job market."

"We need to feel the rage, understand the system, and take action to reform the system."

After 50—The New Third of Life

Panel 12, "After 50—The New Third of Life," was moderated by Betty Friedan and included:

(1) Sage F. Cowles, a dancer, teacher, and producer of experimental films,

(2) Robert N. Butler, Director of the National Institute on Aging, a clinical professor of psychiatry, and Pulitzer Prize winner for his book *Why Survive: Being Old in America,*

(3) Martha Keys, former member of Congress, Special Advisor to the Secretary of HEW for aging and social security issues and for liaison with Congress for the 1981 White House Conference on Aging,

(4) Daniel J. Levinson, professor of psychology in the Department of Psychiatry at Yale, who has studied mid-life transitions of men,

(5) Lillian B. Rubin, a social psychologist and marriage counselor who is the author of *Women of a Certain Age: The Midlife Search for Self,* and

(6) Gail Sheehy, author of *Passages—Predictable Crises of Adult Life.*

In the six minutes Panelists were allowed, Dr. Butler mentioned three kinds of needs and listed thirteen problems regarding the aging. The needs are for education, political action, and economic power for women and the aging. The problems:

(1) negative or apathetic attitudes toward the aging on the part of the society
(2) ignorance about the aging
(3) inter-generational conflict
(4) domestic violence
(5) fear of growing old and being put away in a nursing home
(6) myths about family attitudes toward the aging
(7) "rip-offs" of the aging by persons and institutions
(8) poverty, especially among older women
(9) senescence and vulnerability to disease; the need to strengthen the immune system
(10) ridicule of the aging by physicians and other medical professionals
(11) fragmentation of government programs for the aged (113 of them!)
(12) living arrangements for the aging—nursing homes, segregation by age, etc.
(13) "the politics of austerity"—the scarcity of resources. He urged that *all* ages share in the austerity this scarcity imposes and suggested that some so-called luxuries may need to be redefined as crimes.

Lillian Rubin, who was a college freshman at 39 and a Ph.D. at 47, and is now at 55 an active social psychologist, talked about some myths about women. She thinks that the empty

nest syndrome is a myth for most women but may be real for many *men* because as the children leave home, the men discover that they never got to know them. Another myth she decries is that midlife women are asexual creatures. But it is not a myth, she says, that men and women at mid-life are often "out of sync." Many women, like herself, are just getting well launched in a career which they thoroughly enjoy and find exhilarating in their early 50s when their husbands are beginning to talk about retirement. She also thinks that women in midlife often experience a new surge of sexuality when the men are becoming tired. Perhaps, she says, the reduction in the "male imperative" which permits women to think about their own sexual needs and desires, rather than just responding to the earlier stronger male ones, may be at least partly responsible.

Gail Sheehy thinks the critical questions now are: (1) How can women stop trying to please everyone else and "validate" themselves? (2) How can they balance love and achievement needs? (3) How can they integrate their own development with that of society? and (4) What are the opportunities of the lower third on the socio-economic ladder for more than survival during the last third of life?

She quoted studies of Esquire and Redbook readers which revealed that men consider their toughest time to be their late 40s and early 50s, especially the latter, and the period from 58-63 a particularly happy time. Women, on the other hand, felt that they went downhill on the happiness scale from 20 to 40 when men were generally satisfied, began in the 40s to "get themselves together," and experienced their best time after the mid-50s. The difference between the happy and unhappy older women was not a difference in the difficulties they had encountered, but the happy ones had faced and overcome the difficulties.

Sheehy is now working on a new book, to follow her *Passages*, for which she is seeking out adults who "have done it right," the people who have made their "passages" in satisfactory ways and feel successful and happy about themselves. (I was reminded of Maslow's search for "self-actualized" persons.) It should be refreshing to read about these life histories.

Levinson believes that one of the big issues today is the integration of family life and work life, especially for women. Traditionally, he says, men have had both and have given their first priority to work, while women have given all or a major priority to family even if they had jobs. He thinks both men and women want a more balanced life in middle and older age, which means greater emphasis on families for men and greater attention to career achievement for women.

Keys feels that the most basic need of older persons is "a decent income which allows choices in the last third of life." She pointed out that there are 150 women over 65 for every 100 men. The latest figures available show men over 65 with an average annual income of $5500 and women with slightly less than $3000. The women's income, she says, does not reflect their involvement in work during the years they worked only at home, and she sees a need to change the social security laws to correct this inequity. "I expect change in the next three years," she told us, "but it will take work."

She responded to a question from the audience regarding families' needs for support, not just financial, to be able to care for aged relatives at home while handling their other responsibilities for children, jobs, etc., by agreeing that society should provide for such support through public policy. One suggestion is "respite care" to allow families vacation time away from the aged for whom they assume responsibility.

Another question from the audience was: Why is there so little research being done on diseases that are entirely or mostly afflictions of women, e.g., osteoporosis and the "hot flashes" of menopause? No one seemed to have a good answer.

Another Instance of the Home Economics Image Problem

During the coffee break, I had an interesting conversation with the young man seated next to me. He appeared to be in his 20s, and I asked him how he happened to choose this Panel about people over fifty. He explained that he was working for a television company and had been assigned to work on a special program on the aging. Then, of course, he wondered why I was there and when I told him that I was a home economist, editor of a journal for home economics teachers, etc., he was still puzzled. "Why," he asked, "would a *home economist* be interested in a conference on the future of the family?" Wow! We do have an image problem, don't we?

I did my best, in the time I had, to explain that home economics is not, and never was, cooking and sewing as he was perceiving it, but included. . . . I went on, and he listened

intently. I think he'll be able to help us if someone asks *him* why home economists are interested in the future of the family.

Family Changes and the Economy

During the dinner program, which I heard only on tape, four 1979 "Equal Opportunity Awards" were presented by NOW's Legal Defense and Education Fund to William R. Chaney, president of Avon Products; Joan Ganz Cooney, director of Children's Television Workshop (which produces Sesame Street); John Cowles, Jr., president of the Minneapolis Star and Tribune; and William I. Spencer, president of Citibank.

The main speaker at the dinner was Daniel Yankelovich who reminded us in his address on "Family Changes and the Economy" that only 7 percent of today's American families are "traditional," i.e., with a husband-father who is the sole breadwinner, a wife-mother who is a full-time homemaker, and one or more children at home.

He thinks American families are changing because:

(1) The "reproductive imperative" has changed. People no longer feel that they *must* have children; nine million men and women have asked for sterilization in recent years. If they do choose to have children, a much smaller percentage of the women's life span is devoted to bearing and raising them.

(2) Work roles are changing. More women work, for self-fulfillment as well as income, and more men approve of women working outside the home.

(3) New human values are emerging. The content as well as the pace of the growth of the Gross National Product is changing. The work force is making new demands. Men have more "breathing space" since women are helping to earn the family income, and they are reassessing their role in the family. The new values, for men and women, include self-fulfillment, leisure, equal opportunity.

He sees no evidence that the American character is changing in a negative fashion, but he does see human pain in these changes. He cited examples:

(1) It is painful for men to endure frustrating jobs now that there is no rationale, i.e., a totally dependent family.

(2) It is painful for women to face instant poverty and loneliness after divorce.

(3) Women often find themselves "drowning in a job market with which they cannot cope," especially the so-called displaced homemakers.

(4) Children find it painful to have only one parent. It is now estimated that half of American children will live with a single parent at some time before they are 18.

(5) Young men may find pain in the challenge of increasing numbers of educated and sexually sophisticated young women.

(6) Late births, resulting in fifty- to sixty-year-old parents of teenagers, may cause pain to both generations.

(7) Childlessness, even if by choice, may cause pain to some who wish too late that they had had children.

(8) Corporate executives experience pain as they are pressured to provide a more humane work place, child care facilities, etc., with no relief from the old pressures.

One *constant* in all the change regarding families, he said, is "the highest possible regard for the couple, the two-some." Only four percent reject the concept of the bonded couple. No form of the family is disappearing, he reminded us, but the new forms just create more diversity.

The role of the family looms large when facing painful problems, such as energy. "If family life is good," he said, "we can endure the most severe hardships, but if the family falls apart, even minor difficulties throw us off balance."

People's responses to natural or social disasters often leave them stronger and more unified, he told us, and added, "We need some *positive* forces that do the same."

He concluded that the "change in emphasis of the women's movement [to family] could not have come at a more propitious time. The women's movement is probably the most powerful, indeed revolutionary, social movement of our time. The interests of women and the interests of men converge in the family. The women's movement can now strengthen the family as an emotional bond and an economic unit."

(continued on page 242)

Why homemakers have to have ERA

Anne Follis

Mrs. Follis is the president of Housewives for ERA, headquartered in Urbana, Illinois.

The economic, spiritual, and social value of the homemaker's contribution to society is immeasurable. The woman who gives up a career and puts aside an education to devote herself to the full-time nurturing and care of her family is performing perhaps the single most important job in this country. There is, however, a great inconsistency between the homemaker's worth and her legal status.

The Constitution of the United States was never intended, and has never been interpreted by the Supreme Court, to specifically prohibit discrimination based on sex under the law in all areas. Denied many basic legal rights, American homemakers (whether personally affected by it or not) are in a very precarious legal position and must depend on weaker state constitutions and on the whims of lawmakers and the courts. A survey of state laws that discriminate against married women makes it dramatically clear that *no one stands to gain more from ratification of the Equal Rights Amendment than the homemaker.*

The principle upon which the US Constitution and the laws of most states were written is English common law, which said: "By marriage, the husband and wife are one person in law . . . the very being or legal existence of the woman is suspended during the marriage." As recently as 1970 the state court declared that a wife was "at most a superior servant to her husband . . . only chattel with no personality, no property, and no legally recognized feelings or rights." (Clouston v. Remlinger, Ohio, 1970.)

State laws in Arkansas and Louisiana deny homemakers equal property rights with their husbands. In South Dakota and Georgia a husband can disinherit his wife. In New York a husband can move and, if his wife refuses to follow him, she can be sued for desertion. If the wife leaves and the husband refuses to follow—she can also be sued for desertion.

In 1963 a Wisconsin homemaker died, having put aside two savings accounts totalling $5,000 in trust in her sons' names, so that they could have a college education. Her husband went to court to get the money, saying: "I earned that money, and I never gave it away. The surplus belongs to me." The court agreed, in spite of his wife's years of devotion as a homemaker. If it had not been for her unpaid labor, plus her years of careful economizing, there would have been no surplus! Nevertheless, all of her scrimping and saving to assure her sons of an education were an exercise in futility. (Rasmussen v. Oshkosh Savings & Loan Assn., 35 Wisc. 2nd 605, 1966.)

Even a wife's "right" to be supported by her husband is entrenched in the common law principle that regards the husband as the head of the family and the wife as his property, and is for all practical purposes completely unenforceable in an ongoing marriage. A husband can have lots of money but spend it drinking and gambling, or he can be a miser and bank his money, while keeping his family in poverty conditions. His wife may be the most devoted wife and mother in the world, but she has no legal means to obtain anything from him that he doesn't *choose* to give her as long as the marriage remains intact.

The Equal Rights Amendment will establish that the wife is a partner in the family enterprise and will lead to legal recognition, for the first time, of the homemaker's nonmonetary contribution to the family welfare. It will allow husbands who are kind and generous to remain that way, but it will also assure wives of important rights not dependent on the generosity of their husbands.

There has been a great deal of rhetoric about the partnership of marriage and the importance of homemaking and the rewards of mothering, but there has been precious little action to make it an economically secure and dignified role. *The Equal Rights Amendment will raise the legal status of the homemaker, and strengthen the family unit.* In an age of instability, uncertainty, and deteriorating family life, it is needed now more than it has ever been. ■

PREPARING NON-SEXIST EARLY CHILDHOOD EDUCATORS

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In this International Year of the Child, educators have a special challenge to develop strategies which promote the optimal development of each child's potential. One factor which has hindered implementation of this goal is the practice of sexism in the schools. Sex-related expectancies and patterns of interaction, of which teachers themselves are often unaware, may restrict the expression of girls' and boys' abilities. Hence, there is need to eliminate sex bias in all levels of education, beginning with the early childhood classroom.

The home economics profession has expressed a long-term commitment to improving the quality of young children's education. Child development and early childhood education programs have been a major component of both secondary and college home economics curricula. Classroom instruction and supervised field experiences prepare students to work in nursery schools, day care centers, Head-Start classrooms, and other community programs. Since many students will pursue preschool teaching careers, it is important that they understand the ways in which sexism operates in the classroom.

Sex-Stereotyping in Early Childhood Education

To what extent is there a "hidden curriculum" in the classroom, characterized by teachers who respond differently to girls' and boys' behavior? Researchers have attempted to answer this question by analyzing patterns of teacher-child interaction in early childhood programs. In one study of 15 preschools, it was found that boys were more successful than girls in gaining the teacher's attention.[1] They received more reprimands for aggressive behavior, more praise and affection for engaging in constructive work, and *eight times* as much instruction in problem-solving tasks. In contrast, girls were rewarded for dependent behavior, or for remaining close to the teacher.

Such interaction patterns seem likely to facilitate behavioral differences in boys and girls. For example, the attention associated with teacher reprimands for disruptive behavior may

[1] L. A. Serbin, D. O'Leary, R. N. Kent, and I. J. Tonick, "A Comparison of Teacher Response to the Preacademic and Problem Behavior of Boys and Girls," *Child Development*, 44 (1973), 796-804

THE FUTURE OF THE FAMILY *(continued from page 240)*

Concluding Thoughts

"This Assembly brought the future of the family to the forefront of national social consciousness across this land, with vision, with insight, and with sensitivity to the needs of all of us in the future." Thus spoke Coy Eklund, one of the co-chairpersons of the conference, and I think he expressed the views of many of us.

The final word was given to NOW's president, Eleanor Smeal, who said, "Without question we in the women's movement are looking forward to joining with all of our allies for making this decade of the '80s a decade of promise and opportunity. We are the optimistic souls of this country because we believe in its spirit. We believe in the spirit of human dignity and the spirit of every person's being able to make this life a better quality for everyone. The women's movement has long been misunderstood about how it feels about people. We have long felt that our issues are profound, that they affect every person in the human family, and that what we are struggling to do is to make life more worthwhile for every person on this earth. Women's liberation really means that people of all kinds can live to their fullest potential. We have a lot of work to do in the decade of the 80s . . . but it can be a decade of victory. ERA will be ratified. Most of our dreams will not be possible until women have true equality under the law. If we continue in the spirit of this Assembly, we can achieve." ■

increase the frequency of boys' aggressive behavior. Instruction and praise for boys' performance in achievement tasks may likewise strengthen their analytic and problem solving abilities. Rewards for girls' expression of dependent classroom behavior may sensitize females to the needs and wishes of others. However, teachers may do little to foster boys' interest in expressive activities or girls' exploration and manipulation of the environment.

One of the most interesting findings of such teacher-child interaction studies is that teachers are often unaware of rewarding children's sex-stereotypic behavior. In fact, many are irritated by boys' aggression, girls' dependency, and the lack of cooperative play between the sexes. Most teachers have a genuine desire to promote children's exploration of social, emotional, and intellectual roles. They recognize that if girls are to develop greater physical and analytic-reasoning abilities, and boys are to acquire greater nurturant and domestic skills, they will need to experiment with these roles in early childhood.

In view of this awareness, many educators are seeking to change traditional ways of perceiving and responding to children's behavior. At Oregon State University we have developed a curriculum which attempts to prepare home economics students as non-sexist educators.[2] The objectives of this curriculum are to:

(1) Increase awareness of sex stereotyping in society and early childhood education programs,
(2) Foster an appreciation of the need to support and strengthen each child's individual abilities,
(3) Develop skills for assessing sex bias in the classroom environment,
(4) Provide practice interacting with children in non-stereotypic ways, and
(5) Provide experience in designing non-sexist activities and curriculum units.

Learning Activities

The following learning activities, developed by the authors and other educators, may be adapted to your own home economics classrooms.

Awareness of sex role stereotypes: The first goal of our curriculum is to familiarize students with sex role stereotypes in both larger society and the smaller preschool environments. To develop sex role awareness, students may be asked to list the traits and behaviors which they associate with members of the male and of the female sex. Discussion may then explore how individuals who exhibit these characteristics might behave in an early childhood classroom. For example, would individuals described as strong and competitive be expected to react differently to children than those described as gentle and cautious? Do some individuals display both stereotypic masculine and feminine characteristics? How would children benefit from experiences with adults who exhibit a wide range of personality styles?

A second task for increasing sex role knowledge involves collecting pictures of children from popular magazines and other published media. Students may compare media characterizations of the average girl and boy, and discuss societal expectancies for young girls' and boys' behaviors. Articles on such topics as decorating children's rooms vividly illustrate the types of interests we expect of the sexes. Since many students spend a significant amount of time watching television, you may wish to substitute young TV personalities for the magazine models in this exercise.

After examining societal stereotypes, students may explore sex roles in early childhood programs. Introduce a list of common preschool activities, such as: blocks, dramatic play, music, science, trike riding, cooking, art, and outdoor climbing. Ask students whether they consider each activity to be more appropriate for girls, more appropriate for boys, or equally appropriate for both sexes. Then ask them to indicate the activities which they prefer to supervise.

Our own past experience is that students divide these activities along sex-stereotypic lines. Large-muscle and analytic activities are associated with boys, while fine-muscle and expressive activities are associated with girls. Moreover, most students report that they prefer supervising traditionally "feminine" tasks, such as art and cooking.

A discussion of student responses provides an opportunity to explore their expectancies for young girls' and boys' behaviors. Why do they feel girls are most suited for art and music? Why do they expect boys to have an aptitude for block play and science? Another important

[2]S. Koblinsky and A. I. Sugawara, "Early Childhood Education: Expanding Role Options," in *Concomitant Learning: Hidden Influences in the Classroom*, ed. by S. Wallace (Washington, D.C.: Home Economics Education Association, 1978), pp 14-26.

issue is why students prefer supervising certain activities. We have learned that many students believe "feminine" activities contribute more to children's development since teachers spend little time supervising "masculine" tasks. Our own observations reveal that teachers rarely supervise children in the block corner, and often sit shivering on the sidelines of vigorous playground activities. Therefore, students may benefit from a review of how each preschool activity contributes to children's social, intellectual and motor development.

The classroom environment: There is no doubt that the classroom environment influences children's interests and perception of social roles. Therefore, we have encouraged home economics students to evaluate the physical plan and learning materials in nearby child development laboratories, preschools or day care centers. Careful observation may help students to identify elements of sex bias, and suggest ways for encouraging children's participation in a wider range of activities.

A first step might be to have students sketch a diagram of the classroom, noting the location of the activity areas. Are the traditionally male (e.g., block area) and female (e.g., dramatic play corner) activities isolated from one another, or are there flexible boundaries between them? Can materials from one area be combined with those from another? Have efforts been made to encourage cooperative play between the sexes in each area?

Students might then examine a variety of preschool curriculum materials, including books, puzzles, and block accessories. Ask students to compare the ratio of male-to-female pictures in story books, and to explore ways in which the sexes are portrayed differently. Research on early childhood reading materials shows that females are greatly underrepresented in most stories.[3] The few female characters who do appear generally assume passive roles, while male characters are adventurous and unemotional. Discovery of this bias may motivate students to search for stories in which characters display a greater breadth of abilities.

In evaluating classroom resources, students might also examine the props in various activity areas. In many classrooms clothes racks in dramatic play areas are filled with ladies' slips and gowns, while hardhats are stored in the block and outdoor areas. These observations may suggest a need to place items which appeal to both sexes in the individual activity areas.

As a final challenge, students may redesign an existing classroom environment to reduce sex bias. Sheets of heavy paper and other art materials may be used to create a model early childhood classroom. While such models should encourage involvement in a broader range of activities, students must also be sensitive to children's developmental levels, safety requirements, and seasonal weather conditions.

Non-sexist teaching skills: Many students are unaware of how "natural" it is for teachers to respond to children in sex-stereotypic ways. Consequently, you may ask students to spend several days observing teacher-child interactions in a preschool setting. Efforts should be made to record the types of behaviors for which girls and boys are praised, as well as statements describing how each sex should act.

In our own preschool programs, we have found that young girls receive considerable attention for looking pretty, while boys are praised for completing physical and manipulative tasks. Teachers also note that "girls must be quiet and neat," and that "boys are strong." While it is important to support children's strengths, teachers may discuss the implications of overlooking individual abilities in areas traditionally associated with the opposite sex.

To obtain practice interacting with children in non-sexist ways, students may role-play a variety of situations involving teacher-child interactions. Many of these situations may be suggested by actual problems which have arisen in the classroom. For example, how might a teacher respond to a child who exclaims "Only boys can be pilots!" Or, how might a teacher deal with a situation in which Johnny is called a "sissy" because of his interest in dolls. Students who assume the teacher's role can describe how the children's behavior affected them, and explain their reactions to the situation. Incidents may be re-enacted to compare and contrast alternative ways of interacting with children.

Designing non-sexist curriculum activities: In some secondary and college courses, students have the opportunity to work in early childhood education programs. As these students become more knowledgeable about methods of non-sexist education, they may wish to design an activity which expands role options. For example, they might design a unit which

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[3]L. J. Wweitzman, D. Eiffler, E. Hokada, and C. Ross, "Sex Role Socialization in Picture Books for Preschool Children," *American Journal of Sociology,* 77 (1972), 1125-1150.

(left) Dramatic play provides opportunities for both boys and girls to explore different roles, express their feelings, and build language skills.

(right) Block play facilitates the development of spatial ability, motor coordination, and decision-making skills in children of both sexes.

explores adult occupations inside and outside the home. Male and female representatives from various occupations, such as nursing, law enforcement, homemaking and business, may be invited to discuss their work with preschool children. Learning activities may be further enhanced by mounting career photographs on the walls, and placing job-related props in the dramatic play area.

Other curriculum areas in which students may design non-sexist activities include: the self-concept, bodies, family roles, and friends. Students who choose to carry out these activities may evaluate young children's reactions, as well as their own experiences in presenting them.

Impact of Non-sexist Education

Students may initially underestimate the impact of non-sexist teaching strategies on children's behavior. However, research indicates that teachers seeking to reduce sex bias in early childhood classrooms have successfully increased children's independent behavior[4] and exploration of activities,[5] as well as the rate of cooperative play between the sexes.[6]

In our own research at Oregon State University, we implemented a non-sexist curriculum in two of our four preschool programs.[7] Although student teachers had little or no previous teaching experience, they worked enthusiastically to support children's experimentation with new roles. At the end of six months, children in the non-sexist programs had more flexible views about male and female roles, and showed greater interest in activities popular with the opposite sex.

A wealth of anecdotal evidence supported our empirical findings. Months after the program ended, one mother reported that her daughter corrected her reference to a "lady policeman" by explaining that "*men and women* could become police officers." Another father told us that his son had been as successful in recruiting boys for a tortilla making project as a football game.

Equally important was our student teachers' positive evaluation of their experiences in the non-sexist curriculum project. One student reported:

> I used to play with girls in all the inside activities because I thought they were so fragile and delicate. I was always warning them that they might get hurt in the boys' play. And I really worried about a boy who was playing house in the dress up corner. . . . Now I see that all of these children are really different, and they're each good at special things. Even more, I'm starting to see this among my friends. A person's sex is no longer a big issue. . . . I'm looking at people much more closely."

Home economics educators can play a significant role in preparing students to combat sexism in early childhood education programs. As students learn to respond to children as unique individuals, they will encourage exploration of the many role alternatives available to all. ■

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[4]L. A. Serbin, "Teachers, Peers, and Play Preferences: An Environmental Approach to Sex Typing in the Preschool," in *Perspectives on Non-Sexist Early Childhood Education*, ed. by S. Sprung (New York: Teacher's College Press, 1978), pp 79-93.

[5]L. A. Serbin, J. M. Connor, C. Burchardt, and C. C. Citron, "Effects of Peer Presence on Sex-typing of Children's Play Choices," Paper presented at the Biennial Meeting of the Society for Research in Child Development, New Orleans, March, 1977.

[6]L. A. Serbin, I. J. Tonick, and S. H. Sternglanz, "Shaping Cooperative Cross-sex Play," *Child Development*, 48 (1977), 924-929.

[7] S. Koblinsky and A. I. Sugawara, "Effects of Non-Sexist Curriculum Intervention on Children's Sex Role Learning," *Home Economics Research Journal*, 7 (1979), 399-406.

WELCOME the ARRIVAL OF PARENTING IN HOME ECONOMICS

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I was returning to teaching in 1974 somewhat reluctantly after having enjoyed six years away from teaching to become a full-time mother and homemaker. My new home economics assignment was high school level family living.

My reluctance to return to teaching soon dissipated as I became involved in an interesting experience. Rosemary McConkey, an elementary counselor, was conducting parent sessions with a group of elementary school mothers. There was a need for supervising the mothers' younger children while they met weekly for one hour. The mothers agreed to move their meeting to the high school building, and my students and I agreed that we would look forward to having live subjects in our study of children in family living. We rearranged the units within the course, obtained some equipment—a crib, diaper changing table, age-appropriate toys and games, and supplies—and jumped into the middle of an experience that soon developed into a full-time project teaching parenting and child development to high school juniors and seniors. I was delighted!

Those six years of parenting my own three children had been made much easier by my formal study of child development as a part of my degree in home economics education. However, during that time I had many occasions to wonder why learning to be an effective parent had been rarely, if ever, mentioned in the three colleges I had attended.

Being a parent is not easy! I wondered how those mothers with less preparation must feel when they encountered the many responsibilities, decision-making and pure hard work of functioning effectively as a parent. I often had a long list of questions for the pediatrician, sought advice from friends (no family was nearby), and simply felt ill-prepared many times. Now the many things I had learned from practical experience could be applied; incorporated into a course for high schoolers. It was thrilling! The twelve children ranged in age from six weeks to four years.

During this pilot program, 20 mothers from the community who had indicated an interest in forming a group to discuss and learn more about current child rearing techniques were meeting with Rosemary McConkey. My students were divided into two groups and spent an equal number of hours in the laboratory with children and in the discussion sessions with mothers. Now they were getting the full picture of the responsibility of caring for children and learning from the mothers (and fathers, when possible) the pleasures and frustrations of parenting. The high schoolers quickly and eagerly expressed their pleasure in the experience they were having and genuinely looked forward to the one day in Family Living each week when they learned first hand about babies, bottles, and burping as well as toilet training, motor stimulating activities, development, and skillful ways to challenge preschoolers. It did create a little stir to see a football player wheeling around a six-month-old in a stroller or hear the cry of separation as a mother left her baby with us, but the whole idea seemed acceptable as we continued to change diapers and work individually, with high schoolers assuming responsibility, on a one-to-one basis, for infants and preschoolers, supervised by the teacher.

I soon came to realize that my students, both boys and girls, were highly motivated by this experience and also knew far too little about infants and young children. Many of them would soon be married and have responsibility for children. They were unprepared. They were eager to learn. Why not develop a class to meet this need? But one hour wasn't enough since there was so much to teach about parenting.

We began to develop a parenting and child development program to submit to the Illinois Office of Education in competition for federal funding under the Title IV C, Elementary and Secondary Education Act for innovation in education. We hoped to obtain a grant to teach parenting to high school juniors and seniors.

The objectives were established and the proposal was written and submitted. A preschool laboratory was also included to complete the project. Our proposal was selected for funding, and in the fall of 1975 we began at Collinsville High School, Greenwood Campus, a two-hour, two-unit course called "Parenting and Child Development" which was incorporated into the project entitled "Parenting, Utilizing Prekindergarten Skills (PUPS)." We were awarded a grant allowing us a half-time project, and Sandra Persons, an Early Childhood Specialist, became the preschool teacher. We established three learning laboratories for parents, high school students, and preschoolers.

In our fourth year of funding, we had 90 students enrolled, 90 preschoolers, 90 parents and 60 infants and toddlers. We have had many beautiful experiences of which we are very proud. I'm happy to have been a teaching team member since the project's inception.

The rest seems almost like history. The project proved very successful. The community and school were enthusiastic about the involvement of parents, preschoolers, infants, toddlers and high school students all uniquely combined in a project to teach parenting and to prepare preschoolers for kindergarten. Statistics are vitally important in any type of research and continuing ESEA funding is contingent upon significant statistics, so pre- and post-testing were done on each participant.

In 1976 and 1977, we were privileged again to be awarded grant money to continue and enlarge the project to full time. We were granted $189,000 through Spring 1978. In June 1978, Parenting, Utilizing Prekindergarten Skills was awarded validation status by an evaluation team. This award is given to projects who make significant contributions to educational research.

In June 1976, we received notification that our Project Director, Mrs. McConkey, had received an award for her contribution to home economics by the editors and publishers of Coed and Forecast Magazines. The award was announced at the American Home Economics Association Annual Meeting in Minneapolis. United Press International learned of our work and sent a reporter to our campus, and an article, carried nationally, resulted in inquiries from 25 states. Many people are acknowledging the need for a project like PUPS.

PUPS is a project based on several beliefs:

1. The early years of childhood are the most crucial for learning.
2. Paraents can be their children's own best teachers.
3. Knowledge about parenting is essential for high school students.
4. School should function as a support to the home and to family life.

We would like to share our success experience with others. In July 1978 we were awarded a Diffusion Grant and are prepared to assist other schools and agencies who desire to replicate our project. Training and literature can be made available, and further information can be obtained by contacting Rosemary McConkey, Collinsville High School, Greenwood Campus, 2201 S. Morrison Street, Collinsville, IL 62234, Phone 1-618-345-5350, Ext. 309. ■

COPING WITH RUNAWAYS

Debra Sand
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High School

"I was truant from school yesturday. I know that you have to call my parents to tell them, but I really wish that you wouldn't. Ya see, I don't live there anymore. I left home last night and I don't know when I'm going back. . . . My class assignments will probably be late because I left home without taking any of my school books with me. . . ."

I have heard this conversation and several similar ones during the past school year as an overwhelming one-fifth of my cooperative education students left home during the course of the school year. Some of these students left home more than once during the year; some left for only one day; some left for over a month at a time.

Why do teens run away from home? Where do they go? What happens to them? How does the teacher cope with these students in the classroom?

History of Runaways

This phenomenon of runaways is not new. The earliest immigrants to the Eastern shores of the United States were labeled as "runaways." Benjamin Franklin at one point ran away from home. Davy Crockett left home at the age of 13 to escape a harsh father; he traveled west and was a large influence in the growth and development of the United States.[1]

Today persons of all ages and socioeconomic backgrounds are running away. The number of runaways has doubled in the past six years; in 1976 there were two million reported cases of runaways. Sixty percent of those runaways were females; the average was 14.5 years.[2] Seven-tenths of those individuals were gone for less than one day. Half of the runaways traveled less than 10 miles from home; one-fifth ran less than one mile from home.[3]

How does one, then, define a runaway? A runaway is "a juvenile (person under 18 or in some states 16 or 17) who has left home without parental permission."[4] The length of time that the individual leaves for does not enter into the definition of a runaway; the youth may have left for only five minutes or may have been gone for five years.

Runaways and the Law

Running away is a legal offense. It is considered to be a status offense; that is, it is only illegal because of one's age. Each runaway case is held in a judge's private chamber so as not to stigmatize the individual in an open court room. The child, the judge, and the probation officer are the only individuals involved in the confidential proceedings which aim to teach the runaway the consequences of antisocial behavior before s/he commits more serious offenses.

More girls are arrested than boys.[5] Possible reasons are that there are more reported cases of female runaways, females are more likely to be spotted by police, and the females are more likely to apply for help than males.[6] In the 1960s runaways were often charged with "running away;" now they are often counseled if they are picked up, rather than being sent to jail or to a detention home.[7]

The individual runaway does have legal rights, however, and s/he should be made aware of them. Runaways are to be legally given the right to:

1. be informed of specific charges
2. be represented by counsel
3. be able to cross-examine witnesses
4. challenge evidence
5. avoid self-incrimination
6. other elements of due process.

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[1]Kenneth Libertoff, *Runaway Children and Social Network Interview* (Washington, D.C.: American Psychological Association), September 7, 1976, p. 2.
[2]"Why Children are Running Away in Record Numbers," *U.S. News*, Vol. 82 (1977), 62.
[3]Frances A. Kaestler, *Runaway Teenagers* (New York: Public Affairs Pamphlet No. 552), 1976, 2.
[4]*Ibid.*, 3:1.
[5]"More Kids on the Road—Now It's the Throwaways," *U.S. News*, Vol. 78 (1975), 49.
[6]*Ibid.*, 3:2.
[7]*Ibid.*, 2:62.

Why Do Individuals Run?

Until the 1940s, the major reason for running away was economic in nature. The western frontier was opening up, which meant jobs, which in turn meant opportunity. There were no child labor laws that prohibited youth from working. Often the youths left their large family home in order to take some financial burden off their unemployed fathers.

In the 1960s, there were two million runaways from all social classes in search of alternate lifestyles. They felt that it "was the thing to do" and hoped that a change in their environment would lead to a more satisfying way of life. Most of these runaways, however, found danger, disillusionment, and degradation.[8]

At the present time, youth are running for completely different reasons. The most common causes of running away, in random order, are:

1. low academic aspirations
2. poor school performance
3. truancy from school
4. feeling that teachers had low opinions of them
5. severe emotional disturbance
6. an attempt to show maturity
7. child abuse and incest
8. family problems
9. broken homes
10. lack of communication
11. parents' addicted to alcohol and/or drugs
12. forced to leave (3.5% are)

It must be pointed out that running away is NOT always a negative experience. Running away is often a *positive* and *natural step* in the adolescent growing toward maturity. Ninety-five percent of the runaways do return home, often with a more realistic view of life and themselves. They may be running from a negative self-image and searching for a more positive self-identity.

Running Away—A Social Problem

One of the off-shoots of running away stems from the survival tactics of the runaways. Often the runaway does not have food, shelter or money with which to survive. In the 1960s and early 70s this presented a serious problem. Runaways often resorted to stealing, begging and the selling of drugs, prostitution, and exploitation in pornographic films, books, and magazines.[9]

Runaways who were located by police were often charged with offenses in addition to the offense of running away. This fact has contributed to the negative connotation associated with running away.

Help for the Runaway

Until the late 1960s the police, public welfare bureaus and traditional social agencies were the only forms of help for the runaways. These agencies were viewed by the youth as "straight" services from the world they were trying to escape. Other factors preventing the runaway from seeking help provided by these agencies were the nine-to-five office hours, the long waiting lists, and the need to schedule appointments in advance. These agencies would also contact the parents immediately and the youth felt that these services were disapproving and judgmental of their attitudes and actions.[10] Alternate services had to be developed.

The late 1960s brought about the development of "alternate services," unofficial helping agencies often with free medical and drug clinics, hotlines, and storefront drop-in centers. The first form of this alternate service was the Huckleberry House in San Francisco, 1967.[11]

A major set-back for alternate services was lack of financial support. In 1973 Congress passed an act to provide financial assistance for alternate services. The incident which prompted this action occurred in Houston, Texas.

In the summer of 1973 the bodies of twenty-seven suburban boys were found in graves. They had been gone for over three years, during which time they had been snared, sexually

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[8]*Ibid.*, 3:6.
[9]*Ibid.*, 3:8.
[10]*Ibid.*, 3:9.
[11]*Ibid.*, 3:9.

violated, tortured, murdered and buried by an adult psychopath and his two young accomplices. Some of the parents of these boys never reported their sons as "missing," one was reported as missing after swimming, another after not returning from a bike ride. The Houston police had no facilities for coping with the number of missing teens; thus they were automatically added to the list of runaways and no other action was taken.

In 1974 the Runaway Youth Act required the Department of Health, Education and Welfare to provide eight million dollars for alternate services by 1977. These services, however, dealt with the symptoms rather than the causes. Edward Lewis, director of HEW's runaway youth program in 1977, stated:

> Today's children have more emotional problems than those of the 1960's. Then they had a target for their anger—war. Now that target is gone, but the emotional load is even heavier, the sensory system is exposed to more shocks and faster change than ever before. The real answer to the runaway problem lies in early intervention—shoring up the weaknesses in family structure, in education, in the total social environment. If we can provide service at the first sign of problem, there will be less need to apply a band-aid once the kid has run away.[12]

Alternate Services

Hotlines are often the runaways' first resort. They operate as a referral and message center; they let the parents know that their child is alive. The children and the parents can also leave messages for one another which are relayed through the hotline operator. No effort is made to trace the calls. "We're not here to make kids go home or unite them with their parents. If that happens, it's because the kids and their parents want it. A runaway who doesn't want to be found won't be,"[13] stated Grace Surguy of the Houston Hotline.

Hotlines also refer runaways to runaway homes in their area or to other organizations that are able to assist them. Some hotlines also provide a ride/rider service for persons who may need transportation. There are three major hotlines presently in operation.

Runaway homes provide shelter and help. Verbal or written contracts are developed so that the runaways know what their responsibilities are. The usual provisions of such a contract outline housekeeping duties as well as responsibilities related to solving one's problems which prompted them to leave home.

Runaway homes operate on a counseling basis. They allow expression of feelings and frustrations; they assist youth in identifying problems and seeking solutions; they also facilitate communication with runaways and their parents; the counselors assist the youth in developing positive self-images; and they are able to assist in the development of long-range counseling plans.[14]

Reducing the Number of Runaways

Youth are provided with two basic sources of guidance in life: the home and the school. "If they both let him down, he's in trouble."[15] During an emotional crisis at home, school is less important to the youth; yet, the emotional crisis at home may be due to the educational process. The school and the home, then, must work together to aid the youth.

Such symptoms as the following should be viewed as S.O.S. signals:

- drop in school performance
- symptoms of experimentation with drugs or alcohol
- withdrawing—isolating themselves and refusing to discuss their problems.

Parents need to ask themselves, "When was the last time I sat down and talked WITH my child, not at him? When was the last time that I praised my child?"

Cynthia Myers of Metro-Help in Chicago gives this advice to parents. "Be open and honest." Remember that adolescence is a stormy period of preparation for eventual independence. Don't pressure kids too much. Give them a chance to make their own mistakes. That's the way they grow up."[16]

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[12] *Ibid.*, 3:12.
[13] "We've Asked About Hotlines for Runaways," *U.S. News*, Vol. 78 (1975), 34.
[14] *Ibid.*, 3:13.
[15] Richard D. Bock, *Got Me on the Run* (date unlisted), 173.
[16] *Ibid.*, 3:25.

In a transcript entitled "21 Memos from Your Child" the following advice is given to parents:

> Don't be afraid to be firm with me. I prefer it. It makes me more secure. . . . Don't make me feel my mistakes are sins. It upsets my sense of values. . . . Don't protect me from consequences. I need to learn the painful way. . . . Don't tax my honesty too much. I am easily frightened into telling lies. . . . Don't be inconsistent. That completely confuses me and makes me lose faith in you. . . . Don't put me off when I ask questions. If you do, you will find that I stop asking and seek my information elsewhere. . . . Don't forget how quickly I am growing up. It must be very difficult to keep pace with me, but please try.[17]

Teachers and school administrators must each take an active part in aiding the runaway. The following suggestions should be followed by school officials in the handling of runaway situations:

1. Though teachers can't resolve a crisis, they can serve as a port in the storm. Let the youth know that you will aid him/her in finding a satisfactory solution.
2. Don't let the student sit there while you do everything. Help him/her regain control and confidence.
3. Don't be judgmental. Do not inflict your values or morals upon the student.
4. Reduce the class pressures for the student with home problems.
5. Do not force the student to confide in you.
6. Make class work relevant to the student.
7. Do not give the student the feeling that you think that s/he is bad.
8. Keep communication open.
9. Do not pre-judge students based on their siblings whom you have had previously.
10. When misbehavior occurs, look at it as a fault of the school, rather than as a reflection of the student's character.
11. School administrators should *ease* the runaway back into the school environment.
12. Do not label students (i.e., "he's always on drugs, so he's a troublemaker").
13. Work WITH the students, not ON them.
14. Keep in mind that school is the institution that helps a young person move away from the family and out towards the larger society.
15. Tell the students what *your* obligations and responsibilities are in the matter (i.e., you need to contact their counselors and/or parents).
16. Ask the student what s/he wants and expects from you (how can you help him/her).
17. Be prepared with referral agencies.[18]

Future of Runaways

Statistics have thus far shown that children of single-parent families run away from home more often than those from two-parent families. In the 1980s there will be less teens, but more in proportion from broken homes. Two-fifths of those children born in 1970s will spend part of their childhood in single parent homes. This implies the need for additional education and counseling for the youth, the parents and the school officials in the near future.[19]

What can home economics teachers do to prepare themselves to serve this population?

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[17] *Ibid.*, 3:26.
[18] *Ibid.*, 16.
[19] *Ibid.*, 3:28.

THE HIGH COSTS OF SHOPLIFTING
What Home Economics Teachers Can Do

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Shoplifting is a major consumer problem today, affecting both consumers and retailers through increased prices and decreased profits. Retailers are acutely aware of the magnitude of the shoplifting problem and how it affects them, but it appears that the general consumer population is less aware of how they are affected by the shoplifting epidemic. Shoplifting losses should be of concern to all consumers because these losses and other costs related to preventing theft are passed on to them in nearly every purchase made. If consumers were more aware of what shoplifting costs them personally, it is possible that an informed, determined public could greatly reduce the incidence of shoplifting and its resultant costs.

Magnitude of the Problem

All crimes against business average out to an annual cost of about $112 for every man, woman, and child in the United States. If one considers only the adult population, this is about $165 per person (10). Coffel (2) suggests that 15 percent of the price of a good or service goes to cover the cost of dishonesty. For retailers, the 1975 shoplifting loss was estimated at $6.5 billion. Based on a 240-day business year, that is about $27 million a day. In 1975, total crime losses of retailers were up an estimated 35 percent over 1971 (17). The FBI regards crimes against retailers as the fastest growing larceny in the nation.

Management Safeguards, Inc., a security and protection company based in New York, found that when they followed 500 random shoppers entering a Manhattan store, one of every 12 lifted at least one item. In a similar study in Philadelphia, one of every 10 shoppers lifted an item; in Boston, one of every 20 customers took an item (15). The Mass Retailing Institute found that of the shoplifters apprehended, 53 percent were juveniles and 47 percent were adults (5).

The Commerce Department estimates that retail inventory loss ranges between 0.7 percent in a well-managed store to about 4.5 percent in a "loosely controlled operation" (17). In *The Cost of Crimes Against Business*, from the U.S. Department of Commerce, it is noted that inventory losses represent 15 percent of total corporate profits (8).

The costs borne by consumers include the value of merchandise stolen plus the expenses of trying to combat thefts through security devices and additional personnel. Guards and security systems are costing stores across the nation about $4 billion per year (3). The *San Francisco Examiner* reports that private security personnel on duty in that city "easily exceeds the 1958 total of men and women on the San Francisco police force" (5). One major Washington, D.C., department store alone increased its security budget to more than $1 million in 1974 and expanded its security force to 175 people. Similarly, another major department store chain considers that the security department pays its way if it can show merchandise recoveries of about $1.5 million, which is the same amount as its payroll expenditures, and has come close to achieving this objective (10). Retailers are purchasing a variety of sophisticated electronic devices in such numbers that one manufacturer of security devices notes that he never needs to advertise. Security systems are expensive and consumers need to recognize that they are having to pay higher prices to cover the costs of these systems.

Consumer Indifference

Under a grant from the Department of Justice, four University of Utah researchers staged blatant shopliftings to determine how readily other shoppers noticed the incidents. They found that other shoppers rarely noticed the shoplifting even though the shoplifter often reached directly in front of the shopper and stuffed items into a purse. Only 28 percent of the shoppers thus exposed appeared to notice the shoplifter. The researchers concluded that

Shoplifters often hide garments or other stolen merchandise inside their coats or other outer wraps. Some shoplifters have special garments with numerous inner pockets (and sometimes hooks) for hiding and securing stolen goods.

Umbrellas are often used by shoplifters. Small items are casually dropped into the umbrella as the shoplifter strolls through the store.

shoppers have a trance-like absorption in the task of shopping. They also found that unlike other crimes in which a bystander may go to the aid of a victim, there is little concern for a corporate victim such as a large store and thus are not likely to "get involved" (4, 16). Prestwich (11) found that a significant number of consumers do not realize that shoplifting increases prices for consumers, appear to show little concern over shoplifting, and often exhibit neutral or pro-shoplifting attitudes.

As part of the popular view that shoplifting will be treated lightly, many youngsters often regard this form of theft as a "beat-the-system" game rather than a crime. They say, "You're not hurting anyone when you steal from a corporation. The corporation won't miss it" (14). Results from a Lincoln, Nebraska, study suggest that teenagers often perceive shoplifting as a normal part of growing up; more than 80 percent of the students surveyed believed that shoplifting is something the average person does at some time (18). Successful shoplifting may even be a part of initiation into high school clubs. Like many teenagers, some housewives consider shoplifting a thrill, a relief from boredom; sometimes it is used to stretch one's personal or family budget. Adults often rationalize their shoplifting by expressing annoyance at the store because of high prices, long lines, and rude salesclerks.

Implications for Action

When the shoplifter steals for his/her thrill or personal gratification, an economic burden develops for other consumers who must share the resulting loss. Non-shoplifting consumers need to recognize that shoplifting is a crime, in which they personally are the victims.

Retailers are finding that a get-tough policy is becoming effective in contrast to former tolerant attitudes in which businesses feared offending would-be customers. If the general public were to become genuinely concerned about shoplifting and would share some of the new militant spirit of retailers, perhaps the losses could be lessened.

Non-shoplifting consumers need to be more aware of what shoplifting costs them personally. They should start seeing themselves as a force for action, along with retailers, to establish that shoplifting is a serious offense and will not be tolerated. Home economics and other consumer educators can be a vital force in helping the public to gain this new sense of awareness and action.

Shoplifters may use fake parcels to aid them in stealing from stores. These parcels may look like an ordinary package being taken to the post office to mail. They have, however, an inconspicuous spring-hinged side which opens to hide merchandise.

While the salesclerk waits on this customer, the latter slips merchandise into the fold of a magazine. Shoplifters may also casually lay a newspaper or magazine on top of an article and then pick up the merchandise in the fold of the newspaper or magazine as they go on their way.

There are two basic approaches to reducing shoplifting. The *recovery method* tries to apprehend the shoplifter after he has committed the crime. The *preventative method* tries to discourage the potential shoplifter from stealing. In the long run, the most significant way of reducing shoplifting may be in reducing the number of people who try to shoplift. It is here that educators can play a part.

An official of the National Retail Merchants Association suggests that shoplifting could almost be eliminated by an informed, determined public, alerted by more community education programs. His reminder is, "Remember, the persons who pay for shoplifting are you and I. Let's put an end to it" (4). This appears to be an area where home economics and other consumer educators can assist with a major problem. Through both formal classroom activities and informal community efforts, educators can help to foster consumer awareness and action. Some possible ways are:

1. Home economics educators could help young consumers to become more aware of what shoplifting costs them *personally* through increased prices. The consuming public needs an increased awareness of shoplifting costs and a greater sense of action against stealing. If consumers were helped to realize more fully that shoplifting affects their personal finances, they *might* react more strongly against retail theft.
2. Educators can help consumers to see that shoplifting is in effect stealing *from people*, all customers, not just an impersonal corporation. As one Macy's official put it, "The shoplifter who picks our pocket picks *yours* as well" (14). Consumers are inclined to think that shoplifting losses can be absorbed by the corporation, and are of no concern to them as individuals.

   Philadelphia retailers coordinated a massive advertising campaign titled "Shoplifting Takes Everybody's Money" (STEM). When retailers sent employees to schools to speak on shoplifting, they learned that students had no idea of stores' losses as a result of shoplifting. Students considered shoplifting a minor incident and that, if apprehended, they would be lectured and released (13).
3. Home economics educators can help young consumers learn to be more observant of shoplifting activities and to develop a sense of responsibility for action in reporting such acts to retail authorities. The frequent indifference on the part of other consumers helps to take much of the risk out of a shoplifter's task.
4. Educators can become involved in community efforts to curtail shoplifting. There have been a number of successful community programs in which retailers united with educators and media to give widespread attention to the problem. The STEM program in Philadelphia is a well-known example. Champaign-Urbana, Illinois, organized an extensive campaign through the schools. Lincoln, Nebraska, organized a similar attack, using the results of a student study as a basis for their strategy. The Metropolitan Washington, D.C., Board of Trade coordinates extensive anti-shoplifting campaigns annually involving merchants, educators, and media. Campaign kits are made available to educators and student leaders.
5. Educators and consumers can request and/or support more stringent state laws for

dealing with shoplifters. In the past many offenders were released because weak laws made it difficult for retailers to prosecute shoplifters. Many states are starting to pass laws which make shoplifting a more serious offense in an attempt to change the frivolous attitude of shoplifters.

For example, in 1973 Nevada consumers were subsidizing thieves at an estimated cost of $5,500 each business hour (7). A strong anti-shoplifting campaign was waged by retailers, lawmakers, and educators. Most significant was the passage of a strong anti-shoplifting law in the Nevada legislature. It has been one of the most unique in the nation and a forerunner of similar legislation in other states. The Nevada law made shoplifting a serious crime for which an adult or child could be punished a maximum of ten years in prison and/or a fine of $5,000. A peace officer or any private person can arrest a person seen taking an item, or, if the item is of sufficient value, may arrest the person even if he did not see the person taking the item but has reasonable cause to believe the person is guilty. A store owner or employee may detain suspects on the store premises, free of any liability. The store owner who has posted the law in his store may bring both civil action and criminal action against the shoplifter adult or the parents of a juvenile (7). In the states which have similar provisions, the civil liability is against parents of minors and, in some cases, makes them responsible for the cost of damage or replacement of merchandise. This can bring justice to bear without making the retailer seem like an ogre who brings about a criminal record for a minor.

Some states have new laws which treat shoplifting as a crime of "retail theft," and provide more clout for dealing with shoplifters, now termed "retail thieves." "Retail theft" includes not only carrying away merchandise, but also altering of labels and price tags, transferring merchandise from one container to another and intentional under-ringing by employees (6).

Certain state legislatures have been slow in passing revised laws to deal with shoplifters, because as one New York retail executive noted, "There is no dead body in the street, so lawmakers don't look upon it as pressing or urgent, yet consumers are the victims" (12). Educators and consumers can help in promoting revised legislation by becoming more vocal and expressing concerns over the widespread shoplifting problem.

Shoplifting is not a pleasant subject to have to consider in any educational program—but, then, shoplifting is *not* a pleasant matter. Pleasant or not, shoplifting has reached proportions in which it must be considered each person's concern. With personal budgets already under strain from inflation, shoplifting is also adding to the price spiral. Educators and consumers need to realize that retailing, our largest industry, surrenders more money annually to unexplained loss than it keeps in profits to be reapplied to the economy (9). Shoplifting is a serious economic problem. Home economics educators can make many significant contributions to help with preventative methods to reduce shoplifting.

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Trash Can Be Cash! Write us about *your* recycling projects.

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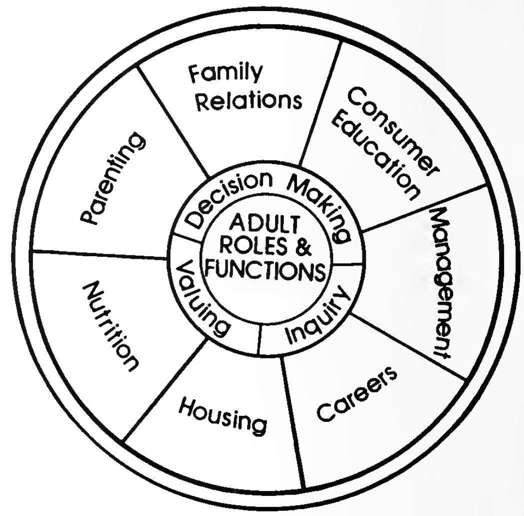
ADULT ROLES AND FUNCTIONS: A NEW APPROACH

A totally bold approach to home economics has found a welcome home in West Virginia. ADULT ROLES AND FUNCTIONS is a non-laboratory class for high school juniors and seniors that gives students the basic skills needed to function successfully as adults.

This competency based curriculum includes skills in the areas of:

- Family Relations
- Management
- Housing
- Parenting
- Nutrition
- Consumer Education
- Careers

It also includes an optional unit on Problems of Teenagers and an introductory unit that includes concepts and the processes of valuing, inquiry and decision making which are used throughout the course.



Twenty-nine field test teachers used the community as a laboratory in this new approach. Not only does this make the total community aware of ADULT ROLES AND FUNCTIONS but also makes the subject matter more realistic and current.

Although the competencies being taught are the same, the variety of strategies to teach them are limited only by the creativity of the teacher. Traditional methods blend with innovative techniques to have impact on the students' lives.

Several ADULT ROLES AND FUNCTIONS teachers have each student keep a folder. These folders include a variety of materials such as check lists, personal feelings on a specific topic, awareness-day tests, autobiographies, good thoughts about others and so forth. If students prefer not to share some items, they may seal them in an envelope before placing them in the folder. Many things students found difficult to share at the beginning of the school year are freely and openly shared at the end of the year. Many students have found that classmates can form a valuable support system.

Since ADULT ROLES AND FUNCTIONS is so flexible, teachers can capitalize on opportunities as they arise. For example: the use of an uncooked egg to simulate a baby to teach the responsibilities of parenting can bring unexpected situations. The high school football player who carries a swatch of cloth to class each day as a receiving blanket because he knows this might be the day the baby (egg) arrives can be led to experience unexpected life situations. Occasionally, an egg is accidentally broken. This event can lead to an examination of response to crisis by parents and the person causing the accident.

This same activity may lead to a study of child abuse and neglect. In one classroom situation, a male student intentionally broke the egg after the experiment. This led to a court trial for child abuse and murder, simulating the emotions of a real-life situation. Student eye witnesses testified, the judge and jury were role-played by other students. The verdict was guilty. The best part of this episode is the positive effect on the defendant since that time.

The teacher must be aware of the potential impact outside the home economics classroom. For example: during the study of parenting one ADULT ROLES AND FUNCTIONS class developed a "Be Kind to Cork Week." Cork was an eighth grade student who constantly annoyed others by spitting, hitting, and using vulgar language. Older students responded by

Ms. Dean was the 1978 Teacher of the Year for West Virginia.

stuffing him in the waste can, standing him on his head, or shoving him out the door. Without telling anyone else, the ADULT ROLES AND FUNCTIONS class began to react positively to Cork regardless of his behavior. At first it was very difficult for the students to respond positively. However, they soon began to see some results and within a month, Cork's behavior had improved.

The unit on housing helps students to examine needs, problems and options on housing faced by the young adult today. The many activities can be adapted to the local community. One ADULT ROLES AND FUNCTIONS class took a field trip to TERAD (Technology Education Research and Demonstration house). It is an old house that is being remodeled to make use of passive solar energy. They also learned how to manage their present homes to make the most of available energy.

Improving the diet of teenagers has been labeled "a lost cause" by some people. Traditionally, home economics teachers have taught about food guides such as the "basic four" and the functions and sources of nutrients. Then, if time permitted, some applications were taught. In the ADULT ROLES AND FUNCTIONS nutrition unit, food guides and nutrients are taught only as they relate to other concepts. Students are much more receptive to here-and-now food subjects such as fast foods, foods in relation to sports, vegetarianism, overweight, underweight and so forth.

Nutrition is a natural for reaching outside the home economics classroom. In one school the ADULT ROLES AND FUNCTIONS class sponsored a nutrition seminar for all athletes and their parents. In other schools, classes sponsored assemblies, poster contests, lunchroom tasting parties, programs for the board of education meeting, and noon hour nutrition games.

One class worked with the Nutrition Education Impact Project which involved the entire enrollment (grades K-12) at the Rowlesburg School. The elementary students learned about nutrition and physical fitness from high school students. The high school students were introduced to the importance of good nutrition and exercise through lectures, filmstrips, group involvement, group participation and peer instruction. After their subject knowledge increased, they were able to initiate their own teaching methods. Puppet shows were designed, written games and teaching materials were introduced, disco dancing was seen as a form of exercising for fun, and a skit was provided for the entire student body. All high school teachers were asked to incorporate nutrition and physical fitness into their subject matter areas. This project involved a teaming of the home economics teacher and a physical education teacher. Another school worked closely with a social studies teacher as they did a variety of activities aimed at understanding some of the cultural influences on eating habits.

One class made a game based on the chutes-and-ladders concept. It was so popular with students not in ADULT ROLES AND FUNCTIONS that a schedule had to be developed to accommodate them during noon hours and study hall periods. Games to help teach the competencies are in supplements throughout the curriculum. Some of the best liked ones are Who Am I?, Value Bingo, Legal Bingo and Can You Pick a Lifestyle?

The optional unit on Problems of Teenagers is a very popular one. Whether it be the mental health counselor helping a senior girl who is a victim of incest or the city policeman relating a local incident with drugs, this unit is one with very personal implications for each student. Some common problems dealt with in this curriculum are:

- Alcohol and Drug Abuse
- Vandalism
- Suicide
- Abusive Behavior
- Running Away From Home
- Sexual Behavior
- Shoplifting

Families today often live with a high level of stress, and students learn various ways people respond to stress and crisis in the Family Relations unit. Students also determine which responses are most productive and how mutual support systems are formed. It is from this basis that many teachers have chosen to utilize their community resources to study death and dying.

The subject of death may be discussed by guest speakers such as a mortician or minister. A trip may be made by a few students or an entire class to the local mortuary where they discuss decisions to be made before or at the time of death. Alternatives to traditional funerals were discussed by a student's parent who had made a study of this at a nearby university and had donated her body to science. An opportunity to take a bus load of students to hear a national expert may occur occasionally. Even the banker may add understandings by providing forms for wills and helping students understand the hassle that may develop at

their death even though the only item they own is a motorcycle. One very seriously ill girl wrote "I was really afraid of death. This class has helped me understand and I am no longer afraid."

It is very easy to integrate Future Homemakers of America into the ADULT ROLES AND FUNCTIONS classroom. It becomes part of the class as student committees contact speakers, do surveys, organize field trips, prepare skits, lead discussions and plan many types of activities with the adults in the community.

The West Virginia Future Homemakers of America/Home Economics Related Occupations chose ADULT ROLES AND FUNCTIONS as one of their state projects and held a three-day conference in the late fall entitled "Believe It Or Not I Care." The wide variety of activities and expert presenters provided participants opportunities to explore many teen problems and learn about coping with stress and crisis. The chapter representatives then planned activities to be carried out by their local chapters throughout the rest of the school year.

ADULT ROLES AND FUNCTIONS frequently has considerable impact on students in the school who are not enrolled in the class. Teachers have had to limit additional classes or individual students coming to listen to guest speakers or participate in daily class activities. Students who have been expelled from school beg to be permitted to stay in this class. This has occurred even when the student was not enrolled.

To teach ADULT ROLES AND FUNCTIONS the teacher must be open-minded and possess a positive attitude. One cannot pass judgment on students and teach this class successfully. Since this is such a personal approach to learning about adulthood, daily occurrences must be confidential and kept within the classroom.

Over 100 teachers throughout West Virginia are successfully teaching ADULT ROLES AND FUNCTIONS. Some typical statements about the class include:

> *It is very educational and touches the basic facts of life. I like it because it creates enthusiasm and involvement of the school with the community. I like bringing the local, county and state people into my school.*—Principal, Rowlesburg High School

> *The teaching of ADULT ROLES AND FUNCTIONS in our high schools has been a positive step forward for Preston County. The youth of today are facing a complex society, and the skills learned in ADULT ROLES AND FUNCTIONS can help them cope and function successfully in the future.*—Bill Rosier, Assistant Superintendent

> *I think ADULT ROLES AND FUNCTIONS is the most valuable class in high school because it enlightens students about what they really need as adults and this is the only place in the school system they have an opportunity to get this.*—Advisory Committee Member

> *I didn't* **think** *this was a good class. I* **know** *it was. Every kid should have to take it.*—male student

ADULT ROLES AND FUNCTIONS is designed to meet the needs of students in today's society and through this class home economics is having a very positive impact throughout West Virginia. ■

(left photo) A pediatrician talks with a group of students in his office about plans for their Parenting Unit.

(center photo) A local minister (left) and a mortician (right) discuss some of the questions facing families during a crisis.

(right photo) Adult Roles and Functions students from Huntington High School share the joy of a healthy newborn. The visit was arranged by the Improved Pregnancy Outcome Project staff.

Emotional Abuse of Children

Dorothey Dean

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The manner in which the emotional needs of children are met may be the single most significant factor in determining their attitudes, adjustment and performance.

A child's life may be impacted by emotional neglect, emotional assault or emotional abuse. While all these situations may be abusive, not all such cases could be successfully taken to court to protect the child.

Emotional neglect is an act of omission, frequently the result of parental ignorance or indifference. As a result, the child is not given positive emotional support and stimulation. Parents may give adequate physical care to their child but leave him or her alone in a crib for long periods of time, seldom cuddle or talk to the child or fail to give him or her encouragement and recognition.

A child needs positive interactions, stimulation, security and a feeling of belonging and self-worth which only a concerned parent or caretaken can provide. These emotional needs are continuous throughout childhood and a child whose needs are not met is at a disadvantage and handicapped in the perception of self and in interactions with others.

Emotional assault is an attack on a child inflicted by a parent or another adult or child. It may be a single incident or part of a continuing pattern. Most often it is a verbal assault—critical, demeaning and emotionally devastating. The child feels attacked, vulnerable and, frequently as he or she grows older, defensive. This may lead to counterattacks which often escalate into estrangement and alienation of parent and child. A single, or infrequent, verbal assault is not sufficient to be considered emotional abuse, although the incident itself may be abusive.

In the extremes, both emotional neglect and emotional assault may become emotional abuse and subject to court action.

Emotional abuse is the most difficult type of abuse to define and diagnose. Physical abuse, and some sexual abuse, involves tangible or observable evidence which can be documented and verified. The victim, if old enough, can describe what occurred. Emotional abuse, however, is intangible. The wounds are internal but they may be more devastating and crippling than any other form of abuse. Emotional abuse also differs from other types of abuse in that the victim may not realize he is being abused and the abuser may not recognize his abusive behavior.

Emotional abuse is the most difficult type of abuse to define and diagnose.

Many reporting laws now incorporate designations of "emotional abuse" or "mental suffering" but fail to define what they mean. Since there is a dearth of case law on emotional abuse, professionals are left in a quandary as to what does constitute emotional abuse and how such reports are viewed by the courts.

There are no consistent, accepted legal criteria for the determination of emotional abuse; the legal interpretation may vary from court to court. Some courts may refuse to recognize even the concept of emotional abuse. Consequently, few cases appear before the courts because of the difficulty in establishing both the emotional abuse and the need for legal intervention. Behavioral sciences may recognize and accept situations as emotional neglect or abuse which would not be upheld in a court of law. The entire area of emotional abuse requires difficult judgments and most courts are hesitant to intercede unless the effects of the emotional abuse are both extreme and readily apparent.

In this article, emotional abuse can be defined as a chronic attitude or act on the part of a parent or caretaker that is detrimental to, or prevents the development of, a positive self-image in the child. This is an extremely broad definition and it should be emphasized that consideration of parents' attitudes or actions should not be limited to isolated instances, which probably occur in all families. Emotional abuse involves a persistent, chronic pattern of behavior toward a child, which then becomes the dominant characteristic in the child's life.

The difficulty in recognizing and understanding emotional abuse, and the fact that many children themselves are unaware of being abused, results in many cases remaining unrecognized.

If a child is unaware of the abuse, and the parent is unaware that he or she is abusing, why should society concern itself?

Children who grow up under negative conditions, constantly being criticized, scapegoated and belittled, are not going to become competent adults capable of developing their full potential. They incorporate the image in which they have been cast by their parents and live with all the negative feelings they have developed as a result. They may develop character and behavior disorders, mental illness or, at best, become persons filled with self-doubt and internal anger. They view themselves as less desirable, less intelligent and less competent than their peers. Handicapped in establishing positive and effective relationships, they develop into adults who are less effective than they could be.

Emotional abuse can be defined as a chronic attitude or act on the part of a parent or caretaker that is detrimental to, or prevents the development of, a positive self-image in the child.

Three categories of emotional abuse have been presented successfully in the San Diego County Juvenile Court. They may be identified as those involving one or more of the following characteristics:

- An act that in itself is sufficient to establish abuse.
- Differential treatment of one child in the family.
- A reduction in the child's functioning that can be linked to abusive treatment.

In preparing a case for court, it is important to identify which of these characteristics or criteria are present and to document each one as extensively as possible. It is also necessary to show that the emotional abuse has had a detrimental effect upon the child.

The following cases of Patty, Mark and Sandra illustrate emotional abuse resulting from an act sufficient in itself to establish abuse.

When Patty misbehaved her parents identified the behavior and made her wear signs labelling it—"I am a liar" and "I hit my little sister," for example—wherever she went.

As punishment for his misbehavior, Mark was made to stand in the front yard clothed only in a diaper. What was embarrassing and shameful for a child became agonizing and humiliating in the extreme for an adolescent.

Discipline and punishment for both Mark and Patty involved public humiliation. The court found both children to be emotionally abused, based on a child's right to reasonable and just discipline in the privacy of the home. Subjecting a child to public scorn was not considered reasonable or positive discipline.

Sandra's situation was similar but with a major difference—the abuse was a one-time occurrence. Because Sandra returned home late one evening, her parents shaved her head. The emotional trauma that resulted affected her school attendance, employment and relationships with others. Sandra would not voluntarily leave her house and when forced to go out she wore a stocking cap to conceal her baldness. The court deemed her punishment inappropriate, resulting in obvious long-term effects and continuing mental suffering.

A type of abuse which most frequently comes to the attention of the courts is that in which there is an observable difference in the way one child is treated compared to other children in the home. Cindy's case is such an example.

When Cindy was eight, she was referred by school authorities. Her teachers were concerned that Cindy was being treated differently at home than her brothers and sisters and

felt that she needed protection from the negative attitude displayed toward her. Not only the parents but the other children in the family scapegoated Cindy.

The school staff described a "Cinderella syndrome." Cindy was the child in the family who always wore cast-off clothing, was required to do more household tasks than the other children and was not given the same privileges and opportunities. The other children were allowed to join Brownie troops and Boy Scouts, but Cindy was not allowed to join or participate in any outside activities. The family ate in the dining room—except for Cindy, who ate in the kitchen standing at the drainboard. The mother never visited Cindy's classroom nor inquired about her progress.

The contrast between her treatment and that of the other children in the family was obvious, tangible and observable. The parents felt that Cindy was different from the other children, and that her treatment was due to her own inability to integrate well into the family. She was seen as a difficult child over whom rigid discipline and control had to be exercised.

Cindy had been characterized in this way throughout her developmental years. She viewed herself as less intelligent and less desirable than the other children. She was depressed and unhappy about her inability to participate with the family but felt she was bad and did not deserve to be included.

Cindy is typical of many children who, for one reason or another, are rejected by their parents and relegated to a position in the family which makes them unloved and unwanted, and succeeds in making them feel that there is a justifiable reason for the rejection. Like many other children in her position, Cindy did not fight back. She accepted her role without question, or without antagonism. She is one of the youngsters who can become the perpetual victims of society, one of those whose low self-esteem permits them to be used and abused in an uncomplaining and compliant manner.

Paul is a child whose reduced functioning could be linked to emotional abuse. Paul had been placed in an adoptive home when he was three weeks old. His adoptive parents, a young, professional couple, had material advantages and an unquestionable desire to be parents. As Paul grew older, however, he failed to develop some characteristics that his parents found desirable. "Paul was a cute baby, but he isn't a cute child," his mother said. She felt he was less physically attractive than she had expected and she detested the freckles he had developed.

When Paul entered school he did not perform academically as well as the parents demanded or compete successfully in sports. His failure to be an outstanding student was upsetting to both parents, and his lack of accomplishment in sports was upsetting to the father. His parents, in many subtle ways, let Paul know that he was a disappointment to them. Paul got the message early in life that he had been adopted and given a home and, in return, was expected to perform at a standard which he was failing to achieve. Paul later said he felt "like an idiot son that had to be kept out of sight." He was also feeling guilty about failing to meet the needs of his parents.

At 12, Paul was sent to a private military school and returned home only for holidays. Paul's worst rejection by his parents came when he was 14 and was waiting for them to pick him up for Christmas vacation. The students and most of the staff at his school were already gone when he was called into the office and told that his parents were enroute to Mexico City for the holidays. They had left without talking to him or explaining why they did not include him in their holiday trip. At that point he hated his parents for not loving him, his natural mother for giving him up, and himself for being incapable of holding the love of either.

Paul ran away at age 16 and was referred to court. The reduction of functioning he displayed was apparent and documented by the schools he had attended. Despite a good I.Q., he had tested progressively lower at ages 12 and 14 than he had at age seven. His school records showed lower grades, shorter attention span and acting out behavior after each incident of parental rejection. By documenting specific instances when emotional abuse had occurred and showing a chronic pattern of reduced functioning, Paul was accepted by the court as an emotionally abused minor.

Although the parents of Cindy and of Paul may not have understood all the emotional implications of their behavior, they were aware that their actions were causing their child to be distressed, disappointed and isolated. Many times, however, emotional abuse is inflicted without the parents being aware of it or recognizing that they are causing emotional damage to their child. Troy's mother was such a parent.

Troy lived with his mother and elderly grandmother. Troy's unmarried mother had been unwilling to ask a man to accept her illegitimate child. The grandmother frequently told Troy

that his father had seduced her daughter and then refused to marry her. Both mother and grandmother identified Troy with the father, to whom they made continuous negative references. Troy was given no recognition for his good behavior, but when he did something wrong he was compared to the father.

By the time Troy was 12 he had successfully incorporated a negative self-image. He considered himself to be lazy, unreliable, untrustworthy and bad. He also bore considerable guilt because of his identification with the father and he saw himself as the reason his mother could not marry. By age 12 he was a chronic runaway. He accepted an image of himself as of no value and believed that he would live out his life causing problems and trouble for other people. He felt his mother would be better off and happier if he were not in the home.

When Troy's mother was interviewed it was evident that she had never thought of Troy as an individual but only as an extension of his father. She loved her son, however, and willingly accepted counseling to reevaluate her relationship with Troy and learn to recognize his good qualities and help build a more positive self-image.

Paul and Troy were referred to court for running away, not for emotional abuse. Paul was made a dependent child on the evidence of emotional abuse. No legal action was taken on behalf of Troy and proving emotional abuse would have been difficult. The pattern was evident, but specific instances of abuse were not documented or linked to dysfunctional behavior.

Many children experience more than one characteristic of emotional abuse. Perhaps the most difficult of all to define, particularly before a court of law, is that in which parents have set such high standards for their children that they can never be reached. As a result, the children experience a constant cycle of defeat and failure. The intentions of the parents may be both legitimate and positive but the results can be devastating. Many parents who set high standards and are strict with their children are not abusive. However, when the standards become so unrealistic that a child can never attain them, and the parent is constantly critical of the child's failure, it becomes abuse.

Parents can maintain high standards for their children yet give them positive feelings about themselves and their abilities. Even if children know they will never achieve the standards, they still feel good about themselves because they receive recognition for their achievements and know that they are loved and a source of pride to their parents.

Ricky's is a classic case, one in which the positive elements were missing. His hard-working, conscientious parents never demonstrated affection toward their children and drove Ricky in the same manner they drove themselves, requiring that he excel in everything. Ricky was the oldest and therefore expected to perform at maximum capability at all times. The demands on the younger children were not as extreme and their punishment for failure less severe. Ricky was an honor student and an Eagle Scout. He had little interest in football but played because it was important to his father. His parents' work ethic required that Ricky work hard and not involve himself in non-productive activities. Friendships were discouraged and when he was not at school he was at home. Family activities were done as a group and he was expected to participate.

. . . and yet fail to nurture them in the most important way: by helping them to develop self-esteem and the knowledge that they are wanted, loved and appreciated.

Ricky was constantly criticized. Because his father had set impossibly high standards, Ricky was in the untenable position of never being able to satisfy him. No matter how successfully he was viewed by his friends, classmates and teachers, he was seen at home as a failure and a disappointment. Ricky was never allowed to air his feelings at home. The father's control was total and it was evident that Ricky had been indoctrinated and conditioned to the extent that he was unable to develop the normal escape mechanisms usually available to children in similar situations—running away, asserting himself or rejecting his father's standards. Instead, with each rebuttal by his father, he tried harder and continued to experience the cycle of defeat, frustration and rejection. The constant pressure began to be reflected in his performance. His grades slipped from A's to B's and C's, he began to lose

weight, and his coach commented that he sometimes seemed disoriented and confused. Under increased pressures, he attempted suicide.

This is a tragic example of a situation in which a parent makes unrealistic demands on a child without considering their effects on him or her. Ricky's parents are similar to others who feed their children well, provide them with good physical surroundings in which to grow, give them appropriate clothing and the advantages that they can afford, and yet fail to nurture them in the most important way: by helping them to develop self-esteem and the knowledge that they are wanted, loved and appreciated. If anyone had suggested to Ricky's parents that they were emotionally abusive, they would probably have been shocked at the suggestion and insisted that all they wanted was to make certain that their son achieved his highest possible potential. Yet they were insensitive to the fact that his most basic need was not being met and neither parent recognized the impact of their behavior on Ricky's emotional health.

All of the children described here have one thing in common—low self-esteem, accompanied by feelings of guilt and an assumption that they are responsible for being unworthy of their parents' love.

Agencies responsible for the protection of children should take the initiative in developing an action plan if court intervention has not been a recourse in cases of emotional abuse. Such a plan might incorporate the following steps:

- Contact the Juvenile Court and establish agreement on definitions and guidelines for court referrals.
- Document the abuse and its negative impact on the child.
- Use expert witnesses such as psychiatrists and psychologists.
- Determine what other interventions have been attempted and what results were achieved.

Agencies should also:

- Educate both the public and those in the juvenile justice system to recognize and report emotional abuse.
- Be an active advocate for children and intervene before a child's reactive behavior becomes the issue.
- Help to establish a network of community services to provide counseling to families in which emotional abuse occurs.

Emotionally abused children can be protected. Many identified families are willing to accept counseling but if official action is necessary there should be no hesitation by the designated agency to initiate court action to protect a child. ■

ENERGY FACTS

- The Soviet Union is the world's leading oil-producing nation.
- The United States consumes 30% of the world's oil production.
- Buses produce more people-miles per gallon of fuel than autos, planes, trains, or subways.
- U.S. autos consume more petroleum than heating of buildings or generating of electricity.
- Refined petroleum products accounted for 48.3% of all U.S. energy needs in 1978.
- Natural gas supplied 25.5% of the total U.S. energy needs in 1978.
- The United States has almost one-half of the world's known coal reserves.
- In 1900, coal supplied 90% of U.S. energy consumption; in 1978, it supplied only 18% of the nation's energy.

(D. R. Price, Director, Office of Energy Programs, Cornell University, Itaca, N.Y.)

THE OTHER END OF THE CARE SPECTRUM

Diane Larson
Student
Illinois State University

One emphasis in home economics education has always been on the care of preschool children. New careers have opened up in the field pertaining to the care and education of children under five years of age. Home economists have recognized the importance of proper care and guidance during these formative years. But, is the care of a much larger segment of the population, the aged, being ignored? The other end of the care spectrum is composed of a group of people almost twice the number of preschoolers and the number is ever increasing. It has been estimated that by the year 2000 the senior citizen population will increase by 35.8 percent of the present 23,400,000 elderly age 65 and older.[1] The same source shows the present number of preschoolers under five years old to be about 15,200,000. Projections are that this total will increase by only 17.6 percent in the next twenty-five years.[2] From these statistics it is obvious that home economists should be looking toward the educational needs of the near future, that of developing and improving care for the aged.

Who are the elderly? About one out of every ten Americans is age 65 or older. By the year 2000 it has been predicted that the proportion of the elderly will rise to over 12 percent of the population, or 32 million people.[3] This is an increase of approximately 500,000 elderly per year. The median age of the population in 1977 was 29.4 years. By the year 2000, according to estimates, it will reach 35.5 years.[4] Children as a group, will decline in proportion to the population while middle- and older-aged groups will increase. America is an aging society. This trend is due, in part, to reduced infant mortality, thus allowing more children to reach adulthood. Another important factor is the advancement in medical technology creating less risk of disease. Improved education in health and sanitation may have also influenced a longer life span. The aging trend creates significant implications for the home economics profession. As the population distribution shifts from youth to the aged, so must the focus of care and education. Home economists are in an ideal position to implement change and develop programs to meet the needs of the aged.

What are the needs, problems, and concerns of the elderly? Probably the most devastating emotions associated with aging are the fears of loneliness and uselessness. The American society does not respect and value the elderly. Senior citizens find themselves a generation cut off from the rest of the population. The independence of today's family and the mobility of society have left the elderly stranded. Dr. Chrysie M. Costantakos has made this observation of the family and aging:

> No longer an intrinsic part of families, the aged show more marital and family disruption than any other group. A large number of older persons live alone. Of those over 65, only about 45 percent are still married and living with spouses. One-fourth of the men and more than one-half of the women are widowed.[5]

Another area of need is health care, especially in the area of food and nutrition. Lack of well-balanced and properly-prepared meals is one of the most serious problems affecting the elderly. One misconception, which is common in the American society, is that old people live in nursing homes and are properly cared for there. This is not true. Only about 5 percent of the

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[1]"Profile of an Aging America," *U.S. News and World Report,* August 8, 1977, p. 54.
[2]*Ibid.*
[3]"Working with the Elderly," *Forecast for Home Economics,* February, 1978, p. 68.
[4]*U.S. News and World Report,* p. 54.
[5]Chrysie M. Costantakos, "The Family and Aging," *Journal of Home Economics,* 69 (September, 1977), 24.

aged live in care institutions.[6] And of that 5 percent, not all are well-fed and receive good health care. Many nursing homes are under-staffed and have insufficient dietary planning and preparation. The majority of the elderly who live alone or with their spouse or companion are often burdened by food preparation. This is especially true of the older citizens or those handicapped in some way. It may be difficult to do the grocery shopping. Preparing meals could be an exhausting task. In addition to these factors, the diet itself may require particular foods or preparation techniques to allow for better digestion. Poor nutrition of the elderly may also be due to lack of money or lack of the social stimulation so many need. Few people of any age like to eat alone.

Lack of income and productivity is a third area of concern. Middle aged persons look forward to retirement years. Increased leisure and recreational time seem attractive to most. But the change in life style which retirement brings can be an emotional shock. The American culture is work-oriented. One's worth is often judged by the size of one's paycheck. When a person retires from his/her work, the individual may experience a loss of self-esteem and meaning of life. This feeling will be compounded when the retirement was not planned for adequately. With the trend towards lower retirement age, retirement monies will need to stretch farther, and inflation complicates the matter. According to information made available by the conference on the elderly hosted by Rosalynn Carter in 1977, approximately 3.3 million aged persons have incomes below poverty level.[7] Little money may be available for food, clothing, and shelter. The senior citizen is forced to be a better consumer, more aware of spending practices. The quality of retirement life is directly related to the individual's self-esteem and financial security.

With the trend towards improving quality of life in old age comes the need for life-long education since learning occurs throughout life. More middle-aged and older people are seeking additional education. The next generation of elderly will average 12 years of schooling rather than 8, the average of today's elderly.[8] The ability to learn changes little with age. Approximately 14 percent of those participating in adult education across the country are age 60 or older.[9] Undoubtedly the number will be increasing in the future. As older adults face new challenges and adjustments in their lives, education and counseling become a must to help the elderly cope. Enabling older persons to enhance their quality of life through education will also enhance society. How can the American society deny the moral obligation to provide education for all citizens?

What are the implications for the home economics profession? Educators in the field carry an enormous responsibility for the quality of life experienced by the aged. Home economics has always encouraged the betterment of home life. The study of the family including its food, clothing, and shelter has been the focus of the profession. Programs directed towards the aged have been implemented. But with the dramatic increase in the median age of the population and increased numbers in the elderly group, much more will be required in the way of developing avenues of care for the aged.

In earlier times, when it was common for three generations to be living in the same household, care for the aged took place in the home. Longer life spans will make five-generation families more prevalent. However, it is unlikely that these multigenerations will live together. Today's society is highly mobile, and the "one" generation often has little to do with the care of grandparents or great-grandparents. Coping with the special problems of aging becomes the responsibility of the senior citizen alone.

The home economist should be concerned with expanding education to include care for the elderly. Job opportunities involving care for the aged do exist. The home economist may seek such a position for him/herself or may educate students in this line of study.

An awareness of elderly care may be introduced to the school-age youth. Just as students study the care of children, geriatric care deserves attention, too. Course content may include food and nutrition, meal planning and preparation, clothing selection and repair, budgeting, consumer education, transportation, housing, etc. During the course of study, the students may apply some of what they have learned to a real-life situation. If a nursing home or elderly housing is near the school, students may do some housework for the elderly person, prepare a

(continued at bottom of page 266)

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[6]Sheldon S. Tobin, "The Future Elderly: Needs and Services," *Aging*, January-February, 1978, p. 23.

[7]"First Lady Hosts Discussion on the Nation's Elderly," *Aging*, June, 1977, p. 3.

[8]Tobin, *Aging*, p. 23.

[9]Curtis Trent and Melody Trent, "Education for Aging," *Adult Leadership*, April, 1977, p. 233.

Gary Schwantz
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ON CARING IN THE HOME ECONOMICS CLASSROOM: A TEACHER'S REACTIONS

I'd like to share myself in this writing. I'm not an artist with words; I sometimes struggle with trying to put the thoughts in my mind into words. Working within my limits though, I want people to understand that I love what I am doing and I love who I am. The main reason for that is caring, for myself and others. Nothing has a greater effect on my teaching and my life. I am one who thinks teaching is a joy, not every day, not even every week, yet still a joy that colors my entire life.

Caring in the classroom lets me be aware that I have students who sincerely need someone to realize that they are important and significant. My kids want recognition; not just because of an "A" in class, although if that is important to them, it is to me, too. My kids want to be recognized as adults (although they aren't always) and want to be allowed to act as children (which they sometimes are) without my thinking any less of them. I enjoy celebrating the adult and the child in them, because I enjoy it in myself. I love to clown and play dumb sometimes, but I also like to see the part of me that can bring the class to look seriously at itself, and enjoy that seriousness.

It seems to me that the most important thing about caring in the classroom is primarily in caring first for myself. Some days, I am so proud of being a teacher that I could burst. Everything goes well; the kids are interested, excited, and involved. Those days, I can't help but feel good about myself, my career. But some days, I am bored and boring; I have kids slowly counting off those 55 minutes as if they were pulling them off the face of the clock. Those are the times when it is hardest to feel good about myself and the times when I need it most. In

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THE OTHER END OF THE CARE SPECTRUM *(continued from page 265)*

meal, or read to them. Listening to them can be a rewarding experience for both the student and the senior citizen. American youth need the exposure to elderly persons and their problems. Likewise, the elderly enjoy companionship and appreciate having certain tasks performed for them. They also like to help others as long as they are able.

Introducing geriatric care to the youth could possibly encourage youth to consider elderly care as a career in day care home for the aged, at-home assistance, institutional care, food service (e.g., Meals-on-Wheels), social or recreational services, or counseling. Salaries and advancements vary according to the specific area of care.

Educating the elderly themselves is another facet of the care concern. Home economists, with expertise in food, clothing, shelter, consumer economics, and family life, have much to share with elderly citizens in America.

Another aspect of education is utilizing the elderly in the classroom as resource people. In 1977, President Carter proclaimed May as "Older Americans Month." The President emphasized the fact that:

> Older Americans can provide our youngsters with an awareness of their heritage, and with a sense of family continuity. And older Americans can pass on to our children not only the knowledge and wisdom that come with age, but also the values that guided our fore-bearers in building a great republic. We must find ways to assure that older citizens will continue to lead useful and productive lives. And we must find ways to use their experience, judgment and ability.[10]

Many senior citizens are talented, experienced people. Inviting them into the classroom to share knowledge or demonstrate a skill can be rewarding to students and elderly. ■

[10]Jimmy Carter, "A Proclamation for Older Americans Month," *Aging,* April-May, 1977, p. 3.

those times I seek support and joy from wherever I can find it. The caring from the other teachers in my department means the most then, for they have often been there when I have needed them. I find a different way to drive home or I give myself time to play tennis. I even give myself a little more time to sit and enjoy a cup of coffee.

I'm learning! I make mistakes. My gosh, a hole in this ol' boy's armor! You bet, and I love those holes. Through those holes, my kids see more of me than they ever do on those "perfect" days. They learn I can be sad or angry, even a klutz. Somewhere in their minds they say, "Mr. Schwantz is real." They might also say "Mr. Schwantz is dumb," and you know, a few times they may be right. Yet, let he who is without dumbness cast the first stone.

I have found admitting my mistakes and then showing my kids that I am working on them has helped to create an atmosphere of caring and acceptance. My fingers have a mind of their own when I type, hence, mistakes seem to constantly find their way into many of my tests and handouts. I think my kids enjoy finding the mistakes and we laugh at them together, and then we move on. Sometimes I make serious mistakes of judging behavior wrongly or cutting a student when he is sharing. When I realize what I have done, I stop and I apologize. Only after that can I really continue with their minds on what we are trying to learn. As I accept my mistakes, my students begin seeing that perhaps I will also accept their mistakes. That allows them to risk themselves with me.

I do not intend to tell anyone else how to "run" a classroom. I doubt seriously that anyone reading this happens to be a 24-year-old male, home economics teacher, with a good ol' boy West Texas background as I happen to be. I am unique, my situation is, my kids are; but we are all unique, especially made for who and what we are. I enjoy sharing what works for me in my situation; yet I know that I am one rookie teacher working in one classroom.

In these first two years of my teaching, I have learned how my "kids" (I feel most comfortable with that term) enjoy being recognized individually. I am lucky to have kids involved in every activity possible. In my classes, I have musicians, actors, cheerleaders, dancers, baseball players, football players, basketball players, soccer players, and softball players. I've got kids who are mechanics, beauticians, printers; kids who like to read and sing and laugh and cry. That is where I have found my kids, taking time from today's lesson to find out where they are and what they do.

I think my kids enjoy describing their jobs to me; they enjoy sharing their interests. I enjoy listening to them because I like to be listened to when I am sharing about the things that are important to me. A lot of my kids work, and I try any way I can to visit them at work. It gives them the chance, for a change, to be the "expert," to have me in their territory. I enjoy being in this community because of the chances I get to see my kids at work. One student of mine is a mechanic at one of the local service stations. In the beginning of our class together, he seldom participated, seeming very critical and unhappy. I was having car problems (not unusual) and decided to take my car to him. He loved telling me about what he was doing and why. I had discovered his interest and had listened! Because I listened to and respected what was important to him, he did the same for me. We had a fine relationship in the class after that.

The idea of taking time and going out of my way to show caring reinforces a student's perception of my caring. A student I visited in the hospital still keeps me up to date on the progress of the plant I gave her. I go to their activities when I can while still allowing time for myself and my relaxation. I sincerely enjoy their concerts and games and shows; in their performances, they are "my" kids.

I look for articles about my kids or share something good I have heard about them—a girl whose horse won second in a show, a boy who works as a volunteer with handicapped children—because it helps them feel good and we both need that.

A lot of my caring is shown through touch. A pat on the back says, "I know you're around." To some, on some days, my touch means nothing. But that doesn't mean I am saying any less; it just means they are not ready to receive me that day. That's fine, because I get the same feelings sometimes; but even when I'm not ready to receive caring, I'm still glad to know someone is ready to give it.

I try to keep my classroom open, though sometimes that openness erupts into chaos. I'm working on that, but I wouldn't trade the days that openness means something very special. A student once had broken up with a girl he had dated for over a year. He is the type who seldom expresses his hurt, but this time it spilled out. My class allowed him to cry and to share that hurt with us. They were very supportive and showed a great deal of caring in their support for him. I was very proud of them, very proud of us.

Laughter has certainly helped me to be open, never laughter directed *at* someone, but laughter at the experiences we all share. I also try to bring my classes to a point they know they can disagree with me and that I can handle it and accept it. (Usually anyway; I'm trying!)

I don't knowingly allow anyone to hurt anyone else in my classes, through words or actions. That includes not allowing myself to be hurtful nor allowing anyone to be hurtful towards me. I establish trust by choosing not to speak negatively of others in my classes. I know the world is full of hurt and that we may need it to grow, but still, in my classroom, I avoid situations where I think someone can feel hurt or left out. To some kids, I think it can really hurt if I ask the class to put themselves in groups and some are left out. I try to be very directive in those situations, trying my best to make sure each has a place. Other students purposefully isolate themselves from the rest of the class. I often find some students who are close to me that I can ask to be the ones who can encourage them to be a part of our class. Hurt is ever-present and real, but in my classes I enjoy an hour off from hurt; it's nice to breathe and relax awhile.

I am not the best in the world at being flexible. Being in the second year of my teaching, I've still got a lot of limits to the amount of my flexibility, but I think being flexible is important to my caring. I want my kids to understand that what I've got to say and share is important, but that I understand what they have to share is sometimes even more important. Sometimes, just the fact that I let them share is what becomes important. A student telling about a new car or Friday's date may be sharing something totally irrelevant, but it is important to him. He gets a chance to share some of his pride; I get a chance to listen. The couple of minutes it takes is worth it.

For me, teaching is a struggle. Everyday I change and I have 100 kids doing the same. Nothing is constant. Some kids frustrate me because they don't want my caring or need it. Sometimes I stumble over words and people; yet, in all of it, I am growing and expanding and I love it.

Caring cannot take the place of good planning and preparation. Caring cannot replace comprehensive knowledge and valuable teaching techniques. Still, none of the above can ever take the place of what caring means in my teaching.

An expression of caring means that somewhere in this tight little heart, another door is opening. Behind those doors lie parts of me that may only need a push to become new talents or potentials. Caring may just provide that push, and I'm excited to see what may be behind all of those little doors. ■

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especially: (1) how you incorporate resource and energy conservation and/or principles of management and decision making into your foods, clothing, housing, child development and other classes,

(2) how you integrate human relationships into all these areas,

(3) how you help students think about right and wrong without imposing your own values in this regard, or

(4) how you are trying, via your Home Economics curriculum, to help solve some social problem.

TEACHING FAMILY LIVING IN THE ELEMENTARY SCHOOL

Dorothy Wiggans
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A group of elementary aged children are gathered in a circle in the home economics room awaiting one student's mother and her year-old brother. After we have all introduced ourselves, Mrs. Wood describes her family by telling us where they live, where they work, why they live in Cortland, who the family members are and what they do for family fun. By this time the toddler is over his initial shyness and is demonstrating his growth and development by playing with the boys in the center of our circle. In order to include the students in the lesson, we go around the circle guessing Joseph's age and then we go around again giving each child a chance to ask a question about the Wood family or make a comment about his or her own family. Through these varied questions and answers many aspects of parenting and living together as a family are discussed. Family life has come to life in the persons of Mrs. Wood, Joseph, and Christine, the member of the class.

Each parent who comes to visit represents an individual, uniquely structured family, concerned about and proud of the development of his/her child. From week to week the class participates in a variety of activities concerning the family, depending upon the age of the child and the appropriateness of the activity to his/her development. Some infants are bathed in a big plastic dishpan on the kitchen table. Others are fed a bottle or cereal, some are nursed by their mother. With toddlers we sit in a circle on the floor and watch them demonstrate their new skills of crawling, walking, or climbing—no small accomplishments!

This is the way I have been teaching family living for the past ten years at the laboratory school at the State University at Cortland in New York. Through these personal experiences with visiting parents and children my students (1) share the story of birth, (2) see growth and development and individual differences among parents and children, and (3) evolve a picture of a variety of family living styles and the purpose of the family structure. By letting a two-year-old explore a toy such as a rocking train or wind-up toy we see the beginnings of emotional, physical and mental development. A child's spatial concepts are challenged by a nest of blocks or graduated rings on a spindle. We dance with the child to his/her own familiar records to feel with the child the way music makes us feel. Some children like to show us their ability to hold and use crayons on a large sheet of newsprint which helps the class understand that small muscles of the hand and eye-hand coordination are also being developed and strengthened through this fun activity.

Parents are most supportive of this program. They are eager to suggest ways their children are learning about the world. We play hand clapping games, singing games, and other traditional games with the young children pointing out the socialization skills the young child learns through them. One mother had the class walk outside to watch her son react to a fall day with the piles of leaves, the cold temperature, the damp grass, and the gentle but crisp breezes. We all tend to forget the excitement of the change of seasons can be to a young child.

Parents also keep us well informed about the joys and problems they are experiencing with their children. Often a discussion about the child's problem will lead to comments and stories about the same problem in one of our student's families. A discussion of divorce and how it affects young children was brought up by a mother who was facing that problem in her family. Many of the students in the class are living in one-parent families, and I am sure many were helped by her thoughts and feelings on why divorce happens and how the family tries to survive the break. I hope that these and other discussions on difficult problems of family living will help my students realize that they are not alone with their own problems. Perhaps our conversations offer some satisfying suggestions to help them deal with their own problems. Thumb sucking and bed wetting are two subjects we always discuss with almost everyone having a comment. Discipline problems also elicit lively discussions since everyone has had

Parent brings her daughter to family living class.

Rachel demonstrates her ability to distinguish shapes with an educational toy.

Discussion is over, time to play with Rachel.

Sometimes both parents come to class thus demonstrating how important family life is to this family.

experience. Topics such as sharing, chores, allowances, privacy, friends, punishments, different treatment for children in the same family, and bedtime hours are discussed.

Learning to be a responsible, intelligent babysitter is also programmed for the class. Parents discuss what they require in a sitter. When it is appropriate class members are given an opportunity to practice changing a diaper, dressing and undressing the child, feeding the bottle or cereal, and appropriate kinds of play activities. This class is always interesting. The students anticipate different parents coming to class and are eager for me to ask their parents. We do have both parents when that is possible *and* we have fathers bringing the young child. I have also had parents ask me whether they could come so their older child could have the experience of showing off the younger child. There is *no* problem recruiting parents. In the beginning I found the school nurse a good resource but since then my own class members have provided more than enough parents from a wide socio-economic background representing all groups in our small town and rural population. There are times when the parents disappoint us due to sickness of the child. For these emergencies I have films on a wide variety of family problems and a fine collection of family life books for elementary students collected by our school nurse for her parenting library.

As the teacher I am proud of this family living unit. I feel it could be taught at any level in any school with equally good results. There is no reason why public school elementary teachers couldn't invite parents for discussions of families and then expand to spark language arts and reading activities about the family. Family living and good parenting are important to all of us and should be important parts of the elementary curriculum. ■

The 1979 Teacher of the Year Awardees

Hazel Taylor Spitze

What did it mean to you to be the Teacher of the Year in your state?

Pride . . . honor . . . recognition . . . reward . . . surprise . . . joy . . . success . . . gratitude . . .

Thus answered some of the 19 state winners of the Teacher of the Year awards sponsored by the American Home Economics Association and Family Circle Magazine who responded to the *Illinois Teacher* questionnaire this year. Others said:

> "I felt energized and motivated for further professional growth and I wanted to pay tribute to the many others who deserve the honor." (Nicki Shelton, Alaska)
>
> "It showed respect from the colleagues who nominated me." (Gwen Daluge, Wisconsin)
>
> Virginia Hart of Georgia and Betsy Babich of Arizona both felt that it was an opportunity to acquaint the public with our efforts to improve the quality of life. Anne Taylor of Maryland said it "made others more conscious of home economics."
>
> "It gave me a renewed belief in myself and a challenge not to settle for mediocrity." (Martha De Kay, Mississippi)
>
> ". . . an opportunity to meet and make new friends and a place in AHEA." (Lillian Aplin, Louisiana)
>
> ". . . intense determination to help the field of home economics achieve the recognition it deserves." (Loretta Spisak, Illinois)
>
> "I think it has helped in getting local and state support for our programs." (Mary Lou Hendrix, Pennslyvania)
>
> "I was flattered. I have just seen needs and done my best to remedy them." (Sue Lacy, West Virginia)
>
> ". . . encouragement to continue striving for excellence." (Joyce Flynn, New York)

(No photograph available)

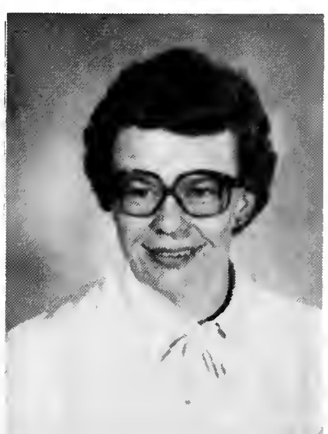
Adele Hendrie
Paulsboro Junior-Senior H.S.
Paulsboro, New Jersey

Angela Lattuca Croce
James Whitcomb Riley Elementary School
San Diego, California

Nancy Stoos
Golfview Junior High School
Bartow, Florida

Mary Lou Hendrix
William Penn Senior H.S.
York, Pennsylvania

Sue Lacy
Kermit High School
Kermit, West Virginia



Joyce Flynn
Syosset High School
Syosset, New York

Joyce Sagare
Selah High School
Selah, Washington

Nicki Shelton
Hoonah High School
Hoonah, Alaska

Gwen Daluge
George S. Parker Senior H.S.
Janesville, Wisconsin

Virginia Hart
Colquitt County High School
Moultrie, Georgia

The questionnaires were sent to all 41 of the 1979 awardees, and we are pleased to share the thoughts of those who responded in *Illinois Teacher*. We believe their joys and satisfactions will be an inspiration to other teachers and prospective teachers.

Advice to New Teachers

The awardees were also asked: *If you could give new teachers one sentence of advice, what would it be?* They replied:

> ". . . nourish each student as you would a growing plant, providing the right environment and nourishment, and watch that student grow." (Lillian Aplin, Louisiana)
>
> "If you truly believe in your goals, pursue them even if they look unattainable." (Angela Lattuca Croce, California)
>
> "Develop humanness in students by displaying enthusiasm, friendliness, compassion, and genuineness." (Nancy Stoos, Florida)
>
> "Admit your mistakes, be flexible in your ideas, and stay true to your own principles." (Adele Hendrie, New Jersey)
>
> "Be proud of your profession." (Judy Tickle, New Hampshire)
>
> "The secret to success is getting up one more time than you fall—no matter how bad the fall." (Mary Louise Speers, Michigan)

Several of these outstanding teachers mentioned the importance of *involvement*, of getting to know one's students, of *focusing on the students* rather than the subject matter, of the need to have the courage to be innovative, the necessity for a good background of knowledge, and the importance of "being yourself." One also said

> "When you are frustrated . . . remember that if your influence keeps just one student per year off the welfare rolls for his/her lifetime, you have justified your salary to the taxpayer." (Martha De Kay, Mississippi)

Avoiding Burnout

Our next question was *How do you keep from getting out of date, bored, unenthusiastic, tired of it all?* They had ready answers.

> Joyce Sagare (Washington) said, "There's never a chance to get bored in a changing field like home economics. . . . I have good eating habits, exercise, and a balance of work and leisure."
>
> Angela Croce (California) said, "In three words, it's challenge, creativity, and change."

Betsy Babich
Tucson High School
Tucson, Arizona

Martha DeKay
Starkville High School
Starkville, Mississippi

Lillian S. Aplin
Harrisonburg High School
Harrisonburg, Louisiana

Loretta Spisak
Marie Curie High School
Chicago, Illinois

Lillian Aplin (Louisiana) asked, "How can any *teacher* become bored? I use new ideas to motivate my students, attend professional meetings. . . ."

Martha De Kay (Mississippi) gave her "wonderful, brilliant, understanding husband" much of the credit along with her reading and consulting with other professionals.

Loretta Spisak (Illinois) answered, "by *listening* closely to my students," and Sue Smith (Arkansas), "by living in *their* [i.e., her students'] times."

Betsy Babich (Arizona) said, "It's basically two ingredients—variety and involvement."

Anne Taylor (Maryland) said, ". . . new challenges and goals (e.g., having every student in school in the home economics program), volunteer work, experimenting, reading, workshops. I stay too busy to get bored."

Gwen Daluge (Wisconsin) credited her "great home economics colleagues" who make it "continuously interesting" along with graduate courses and professional associations.

Mary Louise Speers (Michigan) said, "I get enough rest, I give all I have, I enjoy people, I belong to professional organizations, I figure skate. . . ."

Joyce Flynn (New York) thinks "boredom and lack of enthusiasm are a *decision* and instead I choose innovation and excitement in my teaching."

Elsie Reed (D.C.) "keeps abreast through professional membership and involvement in community and club activities."

Contribution to Society

What is your most important contribution to society? they were asked. They replied:

". . . teaching concepts related to their roles as family members, consumers, parents, wage earners—regardless of their sex, race, socioeconomic status or ability and achievement level." (Speers, Michigan)

". . . helping my students to develop a positive self-image." (Shelton, Alaska)

". . . the model I provide. I try to be honest, healthy, trustworthy . . . and in my husband and me they see a loving, cooperative, working marriage." (Flynn, New York)

Hendrie of Pennsylvania also mentioned being a model and Reed of D.C. said "as a positive role model while working to change values and increase skills and proficiency."

"Teaching students about themselves." (Spisak, Illinois)

Mary Lou Speers
Clague School
Ann Arbor, Michigan

Anne Taylor
Snow Hill Middle School
Snow Hill, Maryland

Judy Tickle
Kingswood Regional
Junior-Senior High School
Wolfeboro, New Hampshire

(No photograph available)

Sue W. Smith
Pine Bluff High School
Pine Bluff, Arkansas

Elsie Reed
Burdick Career Center
Washington, D.C.

". . . encouraging my students to do their best . . . and stressing honesty, integrity and hard work as means to success." (Smith, Arkansas)

"Students need a warm human being who *cares* about them. I try to be that." (Daluge, Wisconsin)

"I help maintain strong relationships between parents, students, administrators and the community." (Sagare, Washington)

Several teachers mentioned that they tried to help students become *productive* members of society and that they attempted to be a positive influence on their home life and to prepare them for parenthood. They try to create an environment conducive to learning and to respect and accept others' opinions.

Why Teachers?

And last of all we asked *why they liked to be teachers?*

The West Virginia winner (Lacy) said, "I'm doing my bit for humankind and God as a teacher by helping my students learn to make decisions."

". . . to be a part of tomorrow. My students have helped make me a more compassionate member of my own family." (Hendrix, Pennsylvania)

"My students and I learn from each other and all of us are aware of it." (Tickle, New Hampshire)

"I love to see those faces when they learn something new." (Hendrie, New Jersey)

The Florida winner (Stoos) considers it "an opportunity to help students gain a feeling of self-worth and success."

". . . a means of self-expression and a way to do my part." (Flynn, New York)

The Alaska winner (Shelton) likes "helping kids develop into self-actualized adults" and finds her "relationships with them rewarding."

"I like high school students and I like home economics. The combination is unbeatable." (Daluge, Wisconsin)

"I enjoy watching young people grow and mature." (Hart, Georgia)

"I am shaping the lives of children." (Croce, California)

". . . the daily reward of helping students to grow emotionally, intellectually, morally and physically." (Spisak, Illinois)

The Group as a Whole

One of the awardees, Nancy Stoos (Florida), made a study of the entire group as a part of her master's program at Florida International University with the purpose of "identifying characteristics of esteemed teachers." Eighty-three percent of the 41 state awardees responded to her questionnaire. Some of her findings are given below.

All of the awardees employ a humanistic approach to teaching. They seemed to prefer student-centered methods and community involvement.

A wide variation exists in the number of years taught, with two having taught 3 years and three having taught 30 or more years. Eleven had taught 7 to 10 years. Ages ranged widely, too, with 15 percent 20-30 and 24 percent over 50. Seventy-six percent married and 70 percent had 1 or more children.

These exemplary teachers have shown leadership qualities since their high school years.

Seventy-four percent consider themselves to be assertive individuals.

Ninety-one percent have updated their professional and personal skills through participation in study courses and workshops during the past 3 years.

Eighty-two percent have completed or are in the process of completing an advanced degree.

Seventy-one percent spend more than 40 hours a week and 44 percent over 50 hours a week on their teaching-related activities.

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Toward a Redefinition of Relevance

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Adjunct Assistant Professor
Monterey Institute of
International Studies
and Instructor,
Freshman Seminar Program
Stanford University
Stanford, California

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In the spring of 1978, Harvard, The University of California-Berkeley, and a number of smaller colleges throughout the country adopted curriculum changes in the core requirements for undergraduates—changes designed to give students broader exposure to courses outside their majors. The reasons given for these changes were voiced in similar terms by most who supported them: freedom in the choice of electives, demanded in the 1960s by a student population preoccupied with self-expressed and social awareness, had produced a graduate with a narrow outlook. In the 1970s, students' preoccupation with finding a job in a depressed economy caused them to ignore breadth in favor of specialization.

There is much to be said for a move towards broadening a student's exposure to diverse material. America has always been strong in the face of short-term problems and weak in long-term vision, and breadth of exposure can only help us as we strive for a unifying overview. However, we should remember that wide-ranging freedom in course selection was made in concession to a student demand indigenous to the 1960s, but one that is as little addressed today as it was a decade ago: the cry for relevance.

Students in the 1960s felt they were faced with a world rapidly coming apart at the seams, and they felt that their education did little to help them cope with that disintegration. Ten years later circumstances have changed only in that we now know disintegration to be a slower process than was anticipated during the 1960s' more feverish moments. Where it once expected an apocalypse, America has found that a decline takes place over a period of several generations, and that myopia and anomie are the real enemies we confront. In this decade, the problem of education's relevance still remains to be faced. As educators, we are unsure about how education is made relevant to personal existence, about how what we teach can have areal impact during, and especially after, their education.

What Is Relevance?

We know that relevance involves more than token social awareness. Though we live in a highly politicized world, there is much in the sciences, the arts, business, law, and even the

TEACHER OF THE YEAR AWARDEES *(continued from page 274)*

Sixty-two percent sponsor an FHA/HERO chapter.

Among the influences on their becoming an outstanding teacher they listed self-desire, past instructors, interest in people and community needs, students, friends, and supervisors—in that order.

All belong to AHEA,* 70 percent to AVA, 62 percent to NEA. Other professional and honorary organization memberships were also listed.

Twenty percent were in one-teacher departments, 15 percent in two-teacher departments, 12 percent in three-teacher departments, 20 percent in four-teacher departments, and 23 percent in departments of 5 or more.

School size ranged from school populations of 300 to over 2000.

Seventy-one percent are teaching in the state when they got at least one degree.

And There You Have It!

No one can be an excellent teacher by emulating any one of these leaders. They would all tell us, I am sure, that we must *be ourselves*. But there are some commonalities that may be of interest and help to us. They provide a model that can encourage and inspire us and ideas that we can consider and adapt.

They also contribute to the building of the profession we share. They are helping to change the image of home economics that is in the minds of those who think we merely "cook and sew." As the image improves, we all benefit.

We look forward to another group to salute next year! ■

*AHEA membership is a requirement for the award applicants.

social sciences that a "social problems" approach cannot do justice to. But for the most part we lack a good definition for relevance. We hope that our lesson plans and lectures have real meaning for students, and we wonder if they do. We need a redefinition of relevance, one that will allow us to teach Einstein and Shakespeare with the same confidence about their immediate importance that we have about ecology and Bob Dylan, a redefinition that will take relevance beyond the "what's happening" approach. I would like to propose such a redefinition here.

Relevance is that quality of education that fosters responsibility.

Relevance is that quality of education that fosters responsibility. Learning, in the philosophical sense, is a function of experience: we learn by acting, and then reflecting on what we have done to discover whether or not the premises of our actions were valid. When we learn well—or, as Sartre might say, "in good faith"—we become *responsible,* we react to the insight that experience has afforded us. So too with students. When a student truly learns he/she *responds* to the material; it takes on new meaning and he/she changes because of it.

Take, for example, a course taught at Stanford University each spring called "Physics for Poets." The premises of the course are apparent in the title: people who are accustomed to communicating through images often have difficulty with science because of its connection with and reliance upon mathematics. However, when an enlightened scientist can demonstrate how highly imagistic science is, and how fascinated scientists are with discovering beautiful—and even fearful—symmetry, the mathematically naive can still respond to the material. The same is true of the enlightened humanities teacher who can show students with a rigorously scientific background how art takes the chaotic and gives it harmony and balance, as science does. Such teachers make their students responsible for the material by allowing them to respond to it; students begin to see a subject in terms of their own world view, and the material becomes relevant as a matter of course. No one in the arts who has had the workings of the solar system explained in a vivid and imagistic way can ever again see the night sky without a sense of its aesthetically balanced motion, any more than a scientist who has had the atomic structure of social circles in Tolstoy can ever look at personal relationships again without intuiting their antecedents. Such breakthroughs force us to remember how false the dichotomy between arts and sciences really is.

The Importance of Enlightened Instructors

Relevance has been an inadequate goal for education, not because it is an unimportant goal, but because it is merely a *symptom* of education's success, not the reason for it. When education succeeds, it succeeds because a student has experienced the material encountered. The student has responded to it, and the intensity of that response has made the material relevant to his/her existence. Sometimes this happens because a student has an inherent interest in the material; but often—and especially with "general education" courses—the student responds because an enlightened instructor has approached the subject with imagination and empathy for the uninitiated.

When education succeeds, it succeeds because a student has experienced the material encountered.

Can we all be such instructors? I can think of several reasons why we can. First, most of us are in our profession because our area of interest moves us. In some way, often impossible to articulate, the subjects we teach generate energy in us when we are exhausted, attract our attention when we are distracted, and give us hope when there is none. Even at the most frustrating times we realize that our subjects have the power to enrich our lives—and the lives of others.

Second, most of us have a natural instinct for our subjects, and that instinct is a powerful tool when put in the service of teaching others. Something "clicks" between us and the area we have chosen to teach, and when we understand the nature of that affinity, we begin to see how it can be put to good use in the classroom.

Finally, we all have the advantage of experience with our subjects. We have lived with them, loved them, fought them, accepted them, and been accepted by them; we know their strengths and weaknesses, their idiosyncrasies and their perils. And we have seen how the developing intimacy with all these things has changed our lives.

An enlightened teacher who compels a dynamic and ongoing response from students does little more than take a love for that subject, an intuitive "feel" for it and experience with it, and use these to intensify the students' experience with the material. Given the chance, most students will take a look into the teacher's world; and quite often the teacher's own interest, unself-consciously revealed, can provide the motivation for that look.

I recently attended a rather dull and monotonous biology lecture given by a man who had the good sense to voice tangential thoughts as they came to him. For instance, remarking on the cyclic appearance of certain infectious organisms, he embarked on a heartfelt and interesting discussion of the cyclic occurrence of rabbit scarcity in Alaska—a point for hunters to keep in mind, he said. I doubt that many of us in the audience did much rabbit hunting in Alaska, but the cyclic recurrence of such apparently extraneous remarks exposed us to a disarming affection for the ways of nature, enthralled us a bit, and gave color to what would otherwise have been a mechanical presentation.

. . . an enlightened instructor has approached the subject with imagination and empathy for the uninitiated.

Most teachers try to suppress tangential thoughts, for all kinds of reasons: economy of time, desire to appear organized, or fear of exposure. But a teacher who is willing to expose himself/herself and a love for the subject can let intuition take over, and gradually, sometimes almost imperceptibly, this teacher's understanding of how the material broadens one's perceptions and deepens one's understanding will communicate itself to the students. As a first-year student, I had a music teacher who remarked as an aside that musical fifths begin to appear naturally when a person has sung for a number of years. At the time, I could not sing a line of harmonic fifths, but the remark gave me a signpost to watch for as I tried to develop musically. When, two or three years later, I found myself singing and whistling fifths naturally, I remembered the remark and understood that I had reached a higher degree of musical sophistication. I had that teacher's reflection on his own development—and his willingness to share that reflection with his students—to thank for my own insight.

Relevance is a function of how much substantive change a subject introduces into a student's life.

Such a process of guided evolution is what education is all about. I continue to believe that we teach students little that they do not already know, or will learn through experience. As educators, we give shape to a student's intuitive knowledge, we encourage the student to use it to interpret his/her own experience, and we show the student the ways in which we ourselves have learned to do so. But *how* we approach this task is critical. A teacher who can approach Newton with imagination can teach the student to use instinctive knowledge of the laws of physics to understand the pre-Einsteinian world; and such a teacher does more to change a student's world view than one who makes Hermann Hesse colorless and dry. A subject's relevance is not, as we often thought it was during the 1960s, measured only by its social importance. It is not measured by its ability to make a student employable.

Teaching is a learning process.

Relevance is a function of how much substantive change a subject introduces into a student's life, of the degree to which it can teach him/her to meet reality halfway, neither impinging on it too greatly nor retreating from it too much. As we begin to realign our educational goals in the face of society's changing needs, we must accept the lessons of the past and satisfy those needs that are unchanging.

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TEACHING HOME ECONOMICS IN AMERICAN SCHOOLS ABROAD

Anita H. Webb-Lupo
Home Economics Education
Illinois State University

As consultant to the Department of Defense Schools, Dr. Webb-Lupo spent two years in Germany and Italy and she continues to advise on curriculum matters.

A U.S. school system with 208 schools and approximately 80 home economics teachers functions outside the borders of the country. The Department of Defense Dependent Schools in Europe (DODDSEUR) began offering home economics courses in 1951. Six home economics teachers were employed and all were located on military bases in Germany. Today, the number has grown considerably and these teachers may be attached to bases from England to Bahrain or the Azores.

The Department of Defense operates schools in 26 countries. The entire school system is one of America's largest, with a student enrollment exceeding 140,000. All secondary schools are accredited by the North Central Association of Colleges and Schools. The system is presently divided into three regions with the European branch greatly exceeding the others in size of staff and student population. During the 1979/80 school year, the system will reorganize into five regions.

The earlier programs had no labs so the first order of business for the new teachers was to furnish a facility. Calls were sent out for furniture; attics were scoured. Makeshift areas were equipped for child care and home furnishings, and a couple of sewing machines comprised the clothing segment. The foods component presented a difficult problem. "We just loaded the buses and took students into home kitchens," according to one of the charter teachers. Mothers took turns opening their homes and kitchen cupboards. "The students would make out market orders which would go home and when the bus arrived, the mother would have all the supplies ready."

Department of Defense home economics teachers are required to possess a valid teaching certificate and must have had teaching experience in the States. Specific requirements are outlined in a publication entitled "Overseas Employment Opportunities for Educators," which may be obtained from the Department of Defense.[1]

A unique formula is applied for determining the system's salary scale. The beginning salaries of the school systems in the United States of comparable size with the Dependent Schools System are averaged and that average becomes the beginning salary figure for DOD teachers. *(continued on next page)*

[1]*Overseas Employment Opportunities for Educators,* Department of Defense Dependents Schools, 2461 Eisenhower Avenue, Alexandria, Virginia 22331.

TOWARD A REDEFINITION OF RELEVANCE *(continued from page 277)*

The effort to educate the majority of its people is one of the most admirable traits of American democracy. However, the tendency to approach education quantitatively, as an exercise in intellectual accumulation, is a liability of our capitalistic heritage. We reject the classical notion that education is for the few, but we have not yet found the secret for making education as meaningful for the masses as it once was for the select. We still tend to create instructional cafeterias that traffic in fads in an attempt to be meaningful. There is no simple solution to this dilemma, but a large part of the responsibility for solutions lies with us, the educators. When we bring real dynamism into the classroom, when we inject imagination into our teaching, we will have begun to make education meaningful, both for today's student and for tomorrow's. When we recognize how our subjects change our views of life and develop that understanding as an aspect of our teaching, we will have begun to cultivate breadth and depth in society-at-large. Only then will education be able to lay a claim to relevance; only then will we have made ourselves relevant. And perhaps in the process, we will have come to accept teaching itself as a learning process. ■

In addition, benefits are available such as post privileges, housing allowances, and a transportation-paid trip back to the States every two years.

Programs and facilities have come a long way from those early beginnings in 1951. Today all home economics programs have modern laboratories including kitchens, and adequate budgets enable equipment to equal that of the best departments in the States.

One of the pressing problems of the fifties currently remains, the time involved in obtaining teaching aids and supplies. Over and over home economics teachers tell of ordering materials six weeks in advance. Often it may be a year before a needed filmstrip or a series of booklets reaches the classroom. The post exchange is the major source of consumable supplies; however, items may not be restocked for months. Teachers often stockpile supplies such as nuts or dates, because they may never be found around a holiday season. Only one market form of a food item may be available, thereby causing problems when stressing comparison shopping.

There still remains a large turnover of students from year to year, sometimes as great as 70 to 90 percent. This high turnover of student population gives rise to a great deal of teacher frustration and instructional repetition. In order to combat these problems, the system places a high priority on continuity of instructional offerings. Teachers plan curriculum together and in-service meetings are held to update teachers on the latest developments in a variety of fields.

Dr. Joe Indresano, Assistant Director for Career Development with the European region arranges monthly meetings for home economics teachers. These meetings rotate among schools, thereby giving teachers a chance to view other facilities. Programs are arranged according to teacher-expressed interest or they may include such things as a "show and tell" session that worked or instructional materials that have been useful.

A special opportunity was provided during the summer of 1978. Home economics teachers from DODDSEUR met at an Army base in Vicenza, Italy, and for two weeks they reviewed four home economics programs and simulated a classroom setting and various activities. Opportunities were presented for each teacher to run through the programs in Hospitality, Foods, Textiles and Living Environments. Ideas were exchanged as to possible adaptations for particular countries and/or populations. Emphasis was placed upon decision making experiences and increasing students' awareness of the field of home economics, its contributions to life skills and career opportunities. Workshop hours were 8:00-4:00, with time provided for planning and individual consultation with workshop leaders.

Housing for the two weeks was provided on the base in the high school dormitory for boarding students. Each person, teachers and instructors alike, was espected to contribute to housekeeping chores. Meals were an individual responsibility and community suppers soon became a highlight of the day.

Still there was time to get out into the Italian community and countryside. Teachers visited the base bakery (which serves the entire Southern Europea area), three pottery factories, a leather shoe and handbag factory, a baby carriage factory, and the local street markets. In addition, trips were made to areas such as Venice, Verona, Florence and Lake Garda.

The Department of Defense believes in home economics education and its contribution to the education of military dependents overseas. By providing teachers with up-to-date materials and equipment, as well as the in-service sessions mentioned earlier, the stage is set for appropriate instruction.

DODDSEUR teachers express advantages of teaching overseas for the Department of Defense to be:

1. An opportunity to work in a foreign country; travel; new and interesting people; access to museums, open markets, factories, and many cultures.
2. Flexibility in curriculum and instruction; no school boards; opportunities to express creativity.
3. Good salary and fringe benefits, including housing allowances.
4. Good supply budgets.

Many times advantages themselves create disadvantages. The opportunity for travel and life in other countries requires that successful teachers possess high degrees of coping skills. They must be able to adjust plans, and not enter situations with U.S. lifestyle assumptions such as ceiling light fixtures and readily available hamburgers. Communicating requests can be a problem.

(continued bottom of page 280)

LEADERSHIP DEVELOPMENT: A BASIC ISSUE FOR HOME ECONOMISTS

Peggy Meszaros
Associate Dean
Home Economics
Oklahoma State University

The author is indebted to Deborah Bittinger, Brenda Edwards, Rebecca Straw, Mary Swanson, and Joanne Pearson for serving on the planning committee for the workshop.

Leadership is a word used by educators often with little attempt to clarify its meaning. While the word 'leader' appeared in the English language around 1300, "leadership" did not appear until 1880. Definitions and theories abound with little agreement as to the meaning of the concept. Stogdill[1] identified ten major classifications of definitions including:

leadership as a focus of group processes
leadership as personality and its effects
leadership as the art of inducing compliance
leadership as act or behavior
leadership as a form of persuasion
leadership as an instrument of goal achievement
leadership as an effect of interaction
leadership as a differentiated role
leadership as the initiation of structure

Undaunted by the multiple definitions and theories of leadership, a planning group composed of home economics teachers, supervisors, teacher educators, and state personnel in Maryland chose the definition of leadership as act or behavior and the theory that all human beings have leadership potential. These assumptions were basic to the planning of a workshop focusing on identifying and developing basic leadership skills of home economics teachers and their students. Inherent in the model was the assumption that the Future Homemakers of America organization with its activities for leadership development of students was a viable avenue for integrating leadership development into the home economics classroom. The planning group selected a region in Maryland having the smallest number of FHA/HERO Chapters as the target group to field test the pilot workshop. Communication with the supervisors in charge of the county programs in the region revealed a receptive audience and full cooperation. Twenty five teachers from each county in the region were self-selected or

[1]Ralph M. Stogdill, *Handbook of Leadership* (New York: The Free Press, 1974), pp. 7-23.

TEACHING HOME ECONOMIS IN AMERICAN SCHOOLS ABROAD *(continued from page 279)*

Disadvantages listed by DODDSEUR teachers include:
1. Mobile student population which leads to variable enrollments.
2. Delay in receiving supplies and equipment.
3. Red tape. "Tons of forms."
4. Ineffective principals.
5. Isolation from current events in education and business.
6. Politics in everything from scheduling to regulations.

Most of the disadvantages listed by DODDSEUR teachers would be on the list of stateside teachers. They probably sounded familiar. Perhaps the "in-school" organization and strategies are no different from what home economics teachers in the 50 states face in their teaching careers.

Home economics teachers are expected to relate to and coordinate with local communities as they develop their programs. This approach of involving the wider community in the education process may be difficult for teachers in the overseas schools unless they are extremely open, adaptable and creative. A relaxed, accepting personality is needed to work effectively with different languages, cultures, backgrounds and a fluid population.

The most needed attribute for successful teaching in overseas schools may be a sense of adventure. If you are willing to try new things, to find many alternatives to a goal, to face more difference than sameness in your life each day, and you have a strong general home economics background (with a valid teaching certificate), then a teaching career with the Department of Defense may be for you. ■

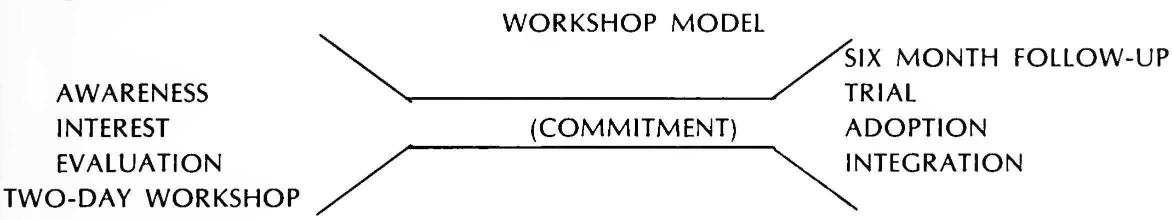
selected by their supervisors for a total of fifty participants. Only two of the fifty participants had FHA/HERO chapters operating.

Workshop Design

Is it fair to ask teachers to implement a concept they may understand only slightly? When preservice education does not allow sufficient opportunity for all prospective teachers to feel comfortable with leadership as a component of the curriculum, in-service education is a must.

The workshop planning committee selected a results-oriented design for the workshop, incorporating pre-, post-, and delayed post-assessment of participants. The planning committee wanted to know what teachers knew and felt about leadership and FHA/HERO before the workshop instruction, immediately following instruction, and six months later. We also wanted to know what happened back in the teachers' classroom as a result of the workshop. Were concepts from the workshop being implemented? Were materials introduced during the workshop being used? Were teachers viewing Future Homemakers of America as an effective vehicle for integrating leadership development into the classroom setting?

The design of the workshop incorporated the six stages in the adoption of change as identified by Havelock.[2] These include awareness, interest, evaluation, trial, adoption, and integration.



The workshop objectives and agenda were planned and evaluated to lead participants through the first three stages of awareness, interest, and evaluation. Participants then returned to their classrooms carrying commitment of varying degrees, and six months later a follow-up assessment was conducted to determine which of the techniques and materials had been tried, adopted, and integrated into their classroom instruction.

Instruments

Instruments selected for pre- and post-assessment of leadership attitudes and knowledge of the Future Homemakers of America organization included:

"Opinionnaire on Leadership" developed by Stogdill and Coons[3]

"What Is Your Leadership Rating?" developed by Ernest Dichter[4]

"Pre-Post Test on Future Homemakers of America" developed by Lucille Frick[5]

Designed to test knowledge of and attitude toward leadership and FHA/HERO, these instruments were administered prior to workshop instruction and immediately following the workshop. The workshop follow-up form, developed by Meszaros[6] was mailed to all participants six months following the workshop (see page 283).

Evaluation of the results of the total workshop and each component part was an integral part of the overall design of the workshop. Each participant received an evaluation packet and other materials at the beginning of the workshop. The session topic and an evaluation scale allowed participants to rank the sessions and add their comments.

Evaluation of the total workshop was conducted using the Workshop Survey Form developed by Meszaros[7] (see page 284).

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[2]R. G. Havelock, *A Guide to Innovation in Education* (Michigan: University of Michigan Institute of Social Research, 1972).

[3]Ralph M. Stogdill and A. E. Coons, *Leader Behavior: Its Description and Measurement* (Columbus: Ohio State University, Bureau of Business Research, 1957).

[4]Ernest Dichter, *Total Self-Knowledge* (New York: Stein and Day, 1976).

[5]Lucille Firck, *Working With FHA/HERO Youth: A Module on Future Homemakers of America* (Washington, D.C.: Future Homemakers of America, 1978).

[6]Peggy S. Meszaros, "Workshop Follow-Up Form," unpublished instrument developed for model pilot in-service workshop, 1978.

[7]Peggy S. Meszaros, "Workshop Survey Form," unpublished instrument developed for model pilot in-service workshop, 1978.

Workshop Objectives

Objectives selected for the workshop were:

1. To provide an opportunity for vocational home economics teachers to recognize the importance of leadership development skills.
2. To identify specific skills and attitudes characteristic of an effective leader.
3. To assist teachers in identifying and developing their own leadership potential.
4. To introduce home economics teachers to the potential of FHA/HERO as an effective vehicle for integrating leadership development into the classroom.
5. To introduce teachers to available leadership development materials which may be used in the classroom to build leadership skills of students.

Workshop Agenda

Several members of the planning committee had attended the management Seminar sponsored by National FHA Headquarters. Inspiration for developing the model workshop came primarily from this highly effective seminar and therefore influenced the action-oriented agenda. Dr. Eva Schindler-Rainman, nationally known management consultant, served as consultant for the week-long Management Seminar and provided direction and implementation for one of the two days of the workshop. A variety of educators including classroom teachers conducted the second day of the workshop. Techniques outlined in *Taking Your Meetings Out of the Doldrums*[8] were used extensively throughout the two days. Leadership skills identified as most important and thereby included in the agenda were:

Motivation: Theory and Application
Identifying Helps and Blocks to Change
Resource/Support Systems
Building Cohesive Groups
Time Management
Communications/PR
Public Speaking Skills
Translating Leadership Skills to Youth

The format for the agenda included large group sessions, small discussion groups, selection from a variety of interest groups, and a field trip to national headquarters to view resources and support systems for teachers and chapters. Credibility for the concept of FHA/HERO as an effective vehicle for introducing leadership development into the classroom was gained when a group of successful chapter advisors presented techniques used in their programs as one of the interest group presentations. Nutrition breaks, relaxers, and informal social interaction time helped participants absorb concentrated periods of information with ease. The total agenda format was planned to serve as a model of a well-planned meeting for participants.

Evaluating the Results

Analysis of scores on the knowledge test and attitude scales showed an increase from pre to post scores. The follow-up form revealed an increase in number of FHA chapters. Seventeen of the fifty participants indicated they planned to start an FHA/HERO chapter in the near future. Thirteen actually did so within a year and others indicated continuing interest. Feedback from the rating scales used for each session provided input into revising session topics and presentors.

In addition to the statistical information compiled on the results of the workshop, the planning group was sent a follow-up evaluation questionnaire. Their suggestions for improving further workshops included:

Have at least 10 *extra* copies of everything on hand
Don't run meetings too late at night
Have back-ups (films, etc.) ready in case a speaker doesn't show or someone becomes ill
Check ventilation of meeting rooms prior to sessions and learn to adjust heating and cooling

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[8]Eva Schindler-Rainman and Ronald Lippitt in collaboration with Jack Cole, *Taking Your Meetings Out of the Doldrums* (California: University Associates, Inc., 1977).

WORKSHOP FOLLOW-UP FORM

Date: ______________________________

Name: ______________________________

Name of School: ______________________________

School Address: ______________________________

County: ______________________________

DIRECTIONS: Place an x in the blank(s) which describe your activity.

1. As a result of the leadership development workshop I:

___ Have used ideas from *Taking Your Meetings Out of the Doldrums.*
___ Have used activities out of leadership materials from Purdue University.
___ Plan to start an FHA/HERO Chapter.
___ Have already started an FHA/HERO Chapter.
___ Used public speaking ideas learned.
___ Used communication/PR techniques learned.

2. How do you feel about your attempts to integrate leadership development activities into your classroom?

___ Very successful	___ Somewhat successful
___ Frustrated	___ Unsuccessful

Please comment: ______________________________

____

____

____

3. As you reflect back on the two-day leadership development workshop, please list any instructional techniques or activities that were particularly helpful to you as you tried to implement leadership development activities in your own classroom this fall.

____

____

____

4. What additional help in understanding or implementing leadership development activities do you now need?

____

____

____

5. Please list any student comments or reactions to your attempts to implement leadership development activities:

____

WORKSHOP SURVEY

The instructors are interested in your opinion of this workshop. Respond to the attached statements by writing a rating (1 to 5) in the blank preceding each statement. Values assigned to the numbers are as follows:

1	2	3	4	5
Strongly Disagree		Undecided		Strongly Agree

Please make additional comments where indicated. The data from this instrument will be used in planning future workshops.

Check the professional group to which you belong.

___ Teacher

___ Administrator

___ Other, specify ______________________

I. Facility and Timing

___ 1. The National 4-H Center was adequate for the conference purpose in terms of overall accommodations.

___ 2. The length of time devoted to the workshop was sufficient.

___ 3. The dates chosen were appropriate.

Additional comments regarding facility and timing:

II. Workshop Program

___ 1. Major objectives of the workshop were clearly defined.

___ 2. There was close agreement between the objectives of the workshop and the presentations and discussions.

___ 3. The amount of structure given to the workshop was adequate.

___ 4. I feel I grew professionally from my participation in the workshop.

___ 5. I feel the time allotted to concepts under consideration was adequate.

___ 6. The sessions were stimulating.

___ 7. This workshop met my expectations.

___ 8. I feel my work will be enhanced as the result of my participation in the workshop.

___ 9. The presentation of information was adequate to develop awareness of FHA/HERO.

___ 10. Information presented was adequate to understand the integration of FHA/HERO into classroom instruction.

Additional comments regarding the program including suggestions for change to meet your needs:

III. Please identify your recommendations for future Leadership Development workshops:

More time should be spent on:

Format:

IV. Please complete the following phrases:

1. The most important new idea I gained from the workshop was:

2. The workshop affected my attitude toward FHA/HERO in the following manner:

   __ more positive __ the same __ less positive

3. The workshop affected my attitude toward leadership development in the following manner:

   __ more positive __ the same __ less positive

4. Ideas I wish we had explored in more depth are:

5. Ideas I heard and disagree with are:

6. If I had been conducting this workshop I would have changed the following:

(continued bottom of page 285)

PRE-SERVICE PREPARATION FOR FHA-HERO ADVISING

Sharon Cooper
Assistant Professor
Vocational Home Economics Education
Colorado State University

Juanita M. Roberts
Assistant Professor
Vocational Home Economics Education
Colorado State University

Are you bothered, bewildered, or "bombed out" about FHA/HERO? Advisers and youth leaders are sometimes poorly informed, or hesitant to make the time, take the risk, or put forth the effort to make FHA/HERO a fantastic growing and learning experience for the young men and women involved in home economics programs. Effective leaders avoid uncomfortable apologies for ignorance of FHA/HERO by planning for action, generating cooperation and channeling members' resources to achieve the common purposes of home economics in and beyond the classroom.

Acknowledging the importance of becoming well-informed and effective advisers, the vocational home economics education students at Colorado State University enroll in a pre- or in-service class: Vocational Student Organization—FHA/HERO. This class launches a major movement where the home economics teachers are aligned with the thrust of making FHA/HERO an integral part of the total home economics program. Through creative engagement in class activities, these leaders overcome possible apathy or superficiality as they pursue a positive image of future FHA/HERO chapter activities.

As a reality check for the educational theory encountered in the classroom, the class members develop action program presentations which may be ultimately utilized at local, district, or state meetings or as part of FHA/HERO units in the classroom. The presentations produced may be used as a means of introducing or interpreting the various aspects of the organization and program of work. Further, the presentations are formed to encourage secondary student participation with enthusiasm and creativity.

In the course of developing the programs, the entrepreneurs have produced presentations and FHA/HERO units of study which have included unified themes, attractive visuals, utilization of varied creative methods and techniques, and practical but unique learning experiences. Planned experiences have included such divergent activities as an academic game for learning parliamentary procedure to a seance for receiving spirit communication about the background and history of FHA/HERO. A trip to outer space in a program titled "Journey to Celestialville" suggests the futurism of FHA/HERO as electronic music and black lights provide an eerie background. An example follows.

The initial venture of writing such presentations has proven both exciting and educational, for many of the programs have been utilized in local situations. Evidence of success lies in the realm of student and adviser expressed opinions that the programs have been "practical," "informative," "stimulating," "creative," "interesting-motivating" and "well

Editor's note: Here's an idea for teacher educators: a course to prepare FHA-HERO advisers.

LEADERSHIP DEVELOPMENT *(continued from page 284)*

Future Plans

The success of the workshop was evident from the increase in participants' knowledge and implementation of leadership development activities in their classrooms. The increase in number of FHA/HERO chapters was a direct result of participation in the results-oriented workshops. Based on these observations, the planning committee overwhelmingly recommended that the workshop be implemented in additional sites around the state during 1978-79. It was replicated in a 1978/79 workshop for teachers and supervisors in three additional counties, and ten new FHA/HERO chapters were formed It was further recommended that a larger block of time be devoted to specifics on integrating FHA/HERO into the classroom setting.

There has been interest from other vocational student groups around the state to adapt the model to their leadership development needs. Leadership development is too basic and essential to be left to chance. A two-day workshop can be successful in increasing knowledge about leadership skills, improving attitude toward integrating student youth leadership activities into the classroom situation, and increasing the number of FHA/HERO chapters formed. ■

accepted by the audience and participants." Seemingly, the presentations have been viable means of helping advisers in utilizing FHA/HERO as a student/adviser approach to enhancing the school's home economics program, helping them to cope, care, and communicate.

Program Of Work

Worries Or Wampum?

by
Mrs. Lynn Simpson—Fort Collins, Colorado
Sister Elizabeth Ann Harrison—Lachawanna, New York
Mrs. Linda Bamber—Granada, Colorado

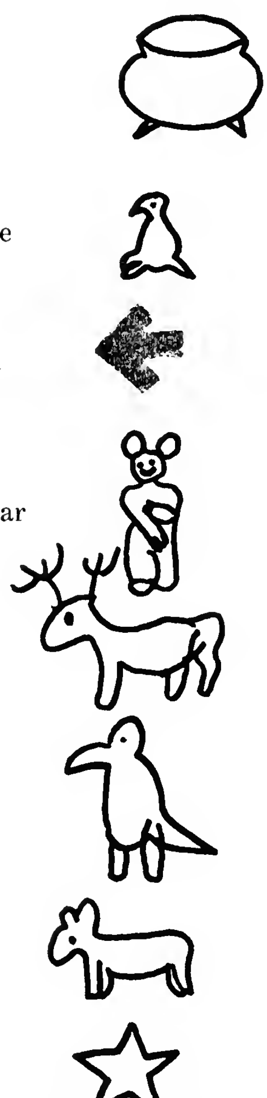
POW-WOW
INVOLVEMENT WITH IMPACT AND ENCOUNTER

CAST OF CHARACTERS

Narrator
Chief White Cloud (Holds Encounter Book)
Seven Braves:

Black Kettle
Sitting Eagle
Swift Arrow
Standing Bear
Good Elk
Iron Hawk
Red Deer

One Maiden: Lone Star



The Indian symbols above could be enlarged and used as patterns for the blankets and/or name tags.

Each Indian wears an Indian headdress with feathers bearing a quote or thought. Each Indian wears a "blanket" with an Indian symbol on the front, a step of IMPACT on the back.

PROPS NEEDED

1. Recordings (tape or record):
   (a) Desiderata
   (b) Vision
   (c) Other soft music
2. Cassette or record player
3. Emblems: Official FHA/HERO emblem
   FHA emblem Indian style (attached)
4. Banner: POW-WOW
5. Slides picturing the beauties of nature or slides of of nature interspersed with slides depicting chief social concerns
6. Slide projector
7. Drum
8. Campfire (or campfire made from electric bulb and red cellophane)
9. Indian head-dresses (feathers have attached a quote or thought which might provoke discussion
10. Indian "blankets" with a step of Impact on the back, the Indian symbol on the front. May be actual blankets, or made from brown paper or cardboard placards.
11. Name tags for group identification
12. Blank arrows for writing concerns on.

SCENE

Seven Indian braves and their Indian chief sit in a circle before a camp fire. "Tribal" (i.e., chapter) members are in an outer circle for the POW-WOW. The narrator stands to one side as an onlooker.

NOTE: The setting may be actually out-of-doors in a scenic area, or held on a stage with a screen against which slides picturing the beauty of nature are shown.

A backdrop consists of the official emblems of FHA, HERO, and the FHA emblem, Indian style (taken from Teen Times, November/December, 1972 issue: Amy Case).

CHIEF WHITE CLOUD: Grandfather, Great Spirit,
Give us the strength to walk the soft earth,
Give us eyes to see and strength to understand each other. Look upon the faces of these children, Black Kettle, Sitting Eagle, Swift Arrow, Standing Bear, Good Elk, Iron Hawk, Red Deer and with their children may they face the winds and walk the good road to the day of the quiet.

Now my friends, let us smoke together so that there may be only good between us.

(Seven Indian Braves and their Indian Chief sit in a circle and listen to a recording of "Desiderata." Pause and reflect briefly before narrator commences.)

NARRATOR: We're not the first generation to feel overwhelmed by a rushing world. "Desiderata" written nearly 300 years ago describes the feeling we have today and suggests how we can become involved. We don't have to say, "Hey, world, stop, so I can get on!" We can latch on where we are if we learn to "Go placidly amid the noise and haste, and remember what peace there may be in silence. Speak your truth quietly and clearly and listen to others. . . . Enjoy your achievements as well as your plans. . . . Be yourself. . . . You are a child of the universe, no less than the trees and stars; you have a right to be here, and whether or not it is clear to you, no doubt the Universe is unfolding as it should. Therefore be at peace with God, whatever you conceive him to be, and whatever your labors and aspirations in the noisy confusion of life, keep peace with your soul. With all its shame, drudgery, and broken dreams, it is still a beautiful world. Be careful! Strive to be happy!"

As FHA/HERO members we've all probably asked ourselves many questions about becoming involved. "Desiderata" reminds us about our world, ourselves and some directions we might take. This year in FHA and HERO we have a plan for becoming involved and making our world more beautiful and this plan is *called PROGRAM ACTION IMPACT.*

BLACK KETTLE: What is an IMPACT???

CHIEF WHITE CLOUD: It is *(hitting his fist hard against an object)* a meeting of forces that has a lasting effect *(soothing his injured fist to show "lasting effect").* FHA's IMPACT also is a meeting of forces—all of you *(pointing to FHA group)* and has a lasting effect on each other, yourself, families and your community.

PROGRAM ACTION IMPACT is designed to enable "tribe" (chapter) members to dig deeper into activities by helping members identify their own concerns and the issues about individual, clan, tribe, and job/career life and to use their concerns and issues as the basis for developing projects with depth. An in-depth project is a total involvement of people, it has a lasting effect; it helps you to take responsibility for what you do, and to work with others to help themselves. Still confused about IMPACT? Maybe the Braves' symbols can help clear up the confusion. Each will interpret the meaning of his symbol. *(Braves stand to form word IMPACT.)*

Let's begin with Black Kettle.

BLACK KETTLE: I am like a rain storm from heaven. The many raindrops represent the many ideas we can come up with when we work together. Instead of being a rainstorm of ideas, in FHA we call it brainstorming. Brainstorming is what my symbol represents.

As each FHA'er entered the room he or she received a name tag representing one of the seven Indian symbols. As each brave displays his clan's symbol, will all those wearing it follow him?

(Each brave takes his group for a short brainstorming session using "Desiderata" and quotes written on the feathers of his headband as a means to determine important concerns of our society. In "clan" sessions write concerns of group on blank arrows.)

(At the sound of a drum each brave returns to council bearing a list of concerns or interests from his group. Concerns or interests should be narrowed to one or two words and printed on arrows and placed on display area.)

CHIEF WHITE CLOUD: I call upon the wisdom of each of my braves who bear the message from the ideas of many.

(Each brave gives a short report of the concerns and issues raised in his group.)

SITTING EAGLE: Who am I? I am a child of the universe. I am an Indian. My hair is black and my skin is red, but I feel no inferiority toward the white man. Black is the color of the sky before the life-giving rain falls. As the soil and rain bring forth life, so must the Lord of Nature bring forth good into this world.

All Indians are blessed at birth with the precious heritage of independence and pride. Like a costly gem, this precious heritage must be treasured, lest it become a dull worthless stone.

To live and be proud as was meant to be, Indian youth must learn to progress the white man's hunting ground, for it is ours, too. The white man has changed our land and made it a tower of strength for all Americans. America is my land. America is OUR land to hold, to cherish, to preserve and to protect. It is our duty to learn to live in our changed homeland. We can no longer use the bow and arrow to obtain necessities. Our tools must be ambition and education. We cannot stand tall and proud if we refrain from the pursuit of happiness.

I am an Indian with black hair and red skin—but that is not all I have. I have faith, courage and friendship. I am willing to have friendship with others. I have the ability to go forward and set an example for my people. I am willing to set my goals, go forth in the future and answer any questions that lie ahead. (Connection, Teen Times, September-October, 1970).

I represent the narrowing down of your concerns. Once your concerns are narrowed down we need to identify resources that will help you accomplish these concerns. When only we the Indians inhabited these lands our only resources were ourselves and what we gathered from the land.

(Show a slide presentation using slides of nature interspersed with modern day concerns. Use "Desiderata," "Vision" or another meaningful piece of music behind the slides. Pause and reflect for a few minutes.)

Now, many decades since white man landed on our shores we have many resources. At this point it is necessary to identify resources that will help you accomplish your concerns. Once again, break up into your original clans and using one concern, compile a list of resources that you could utilize in working with that concern.

(Clans break for brainstorming, then return to circle.)

SWIFT ARROW: I, too, have faith, courage and friendship; that is, I am willing to have friendship with others, willing to help and to learn from others. I have the ability to go forward and set an example for my people. I am willing to set my goals, go forth and answer any questions

that be ahead. I am ready to do my part in beautifying America and its people. What are we about to accomplish? In which of these concerns can we best effect a change for the better?

STANDING BEAR: *(The following is read to soft music.)* Look at your hands and think! This small part of your body consists of only five fingers, but you hold your destiny in the palm of these hands. Without these hands I could be of some service for I have seen others without. But what would I create? Your hands, my hands can feel so much, can hold so much, but what are you doing with yours? Do you see a purpose for their being or do you see hands unworthy of folding in a prayer? I know my hands have never felt heavy jewels nor are they hands of might or strength. But my hands will work for me to create something of which I will not be ashamed.

Look at your hands. Are they hands filled with ugliness or are they hands of beauty? Your hands are a gift of God and if you do not use them in the right way, then you are not grasping everything. Stare at your hands for they will be your life. At the end of the day fold your hands to thank the Lord on high that you and I are not without two hands to guide us on our way. (Teen Times, January-February, 1973)

Let's take our concerns and our hands and dig into our minds and come up with a plan for that change that continues to make our land a tower of strength for all America.

Before we can go any further with a plan, we must look at the present condition of the concern. Some of my native tools can illustrate ways of looking at the present conditions. The drums represent contacting resources. Our scouts were equivalent to your present day surveys. Our means of sending out publicity were the smoke signals. Reading the moon's position was a means of scheduling check points. I know you will find the means of looking at the present condition of your concern as a real focusing point on where you want to begin.

GOOD ELK: Finally it is my turn! I represent the connection with Standing Bear's symbol. *(Points to Standing Bear's symbol.)* I am like the newspaper reporter. My tools are who, what, when, where, why and how.

When you see my symbol, think:

Who do you plan to involve?

What resources determine possible ways to carry through projects?

When can you do each step and finish the projects?

Where will you carry the project out?

How can you form a plan to carry it out?

IRON HAWK: My message is brief and simple. Go to it!

RED DEER: My brother Iron Hawk is a person of few words. I am very necessary at the end of the project but I am also necessary for using Iron Hawk's step also. My symbol of evaluation is one of many questions. Some questions we need to ask ourselves at the end of the project are:

1. What did chapter members gain from the project? Did it meet the purpose(s) of the project?
2. Was the promotion of the project effective?
3. Did the project meet the concerns or interests of the chapter members?
4. Describe the procedures that were effective in organizing and carrying out the project(s).
5. Describe the procedure in organizing and carrying out the project(s) that needed improvement. Why?
6. What is your total reaction to the project(s)?
7. How did the activities of the chapter project and classroom experiences work together to make the project(s) meaningful?
8. What were comments made by chapter members indicating their attitudes and feelings during and after the project(s)?
9. How will the project(s) be carried on by the chapter in the future?
10. How were chapter members involved?

LONE STAR: Chief White Cloud, I am but one single maiden, but there may be others like me who are searching for something more within themselves. I really do not feel that I was involved very much with PROJECT ACTION IMPACT. Can you give me any guidance?

(Lone Star and Chief White Cloud leave the group of braves and sit down by a mock stream made of aluminum foil. They begin the following conversation.)

CHIEF WHITE CLOUD: Lone Star, long ago our forefathers had methods to introduce their children to the wisdom that they alone had inside themselves. Some of the old traditions are no longer followed, but the ideas behind them still have application today.

ENCOUNTER is a program of personal growth through FHA/HERO. ENCOUNTER is similar to the IMPACT program, but focuses more on the individual and his personal growth. ENCOUNTER is YOU in the making—becoming, growing, and changing. It is a program which visually sensitizes you, prods your consciousness, sets you thinking, wondering, and planning about the type of growth you want to experience. ENCOUNTER has no answers, only questions. It has no package plans; only a framework. It has no checklists, only accounts of what you have experienced. It is open and free, requiring everything of YOU yet nothing of you (nothing but what you decide yourself is right, important and valuable to you in your growth). Growth is not always easy. It means identifying and overcoming obstacles blocking the way. Growth is by YOU.

ENCOUNTER starts with you defining your standards, values and goals. It is a process which requires great thought before the final selection of your experiences.

For centuries those at ease within themselves used some guidelines to lead the way to individual growth. You, too, can begin by:

LOOKING at yourself and where you are in your continuum of development. Lone Star, look into the waters of the gentle stream below you. How many different faces does your reflection wear? *(Lone Star peers into the mock stream but gives no reply.)* Do you see in yourself some good reflections and possibly some you may want to alter?

ASKING yourself questions about you and the course you think your growth or change should take. Signs of growth will appear in ideas, understanding, experience, confidence and responsibility. Change happens in your heart, attitude, priority, direction and action. The Indian scout must be very alert and aware to realize these changes within himself.

UNDERSTANDING the influences upon you that affected your growth until now. You will need to sort through some of these influences: self-identity, faith or philosophies, family, friends, heredity, past satisfactions or disappointments, school, community, culture, world, and health.

THINKING through your concerns of now and the future.

FEELING inside you for your hopes and aims. Lone Star, just this personal thought process will give you much to think about. But ENCOUNTER is more. It is a decision to take a deeper look at some of the factors that influence your thinking. Can you see where to begin?

LONE STAR: Chief White Cloud, your method of knowing personal growth is good. I can see some essentials before I start on my ENCOUNTER. I must first make a decision to begin and you have started me down the right path. I must set my own goals and define them within a realistic time commitment. I must have a plan to work with and stop to evaluate and measure it. The words of wisdom shared by Iron Hawk and Red Deer from IMPACT have given me good guidelines for this step. A final step would be to express the results and meanings to myself.

CHIEF WHITE CLOUD: Lone Star, what are some things that you will do to accomplish your plan?

LONE STAR: There are many signs to look to for help. I can read of others' wisdom, look at visuals such as smoke clouds, and go to POW-WOW's. There I will experience other braves and maidens and hear of their efforts from many places. Time as evidenced by the changing moon will be a great factor in seeing new places and gaining new experiences.

I can look to many for support and involvement. My family, friends, teacher/adviser, other chiefs, and also those in FHA and some who may have had their own ENCOUNTER.

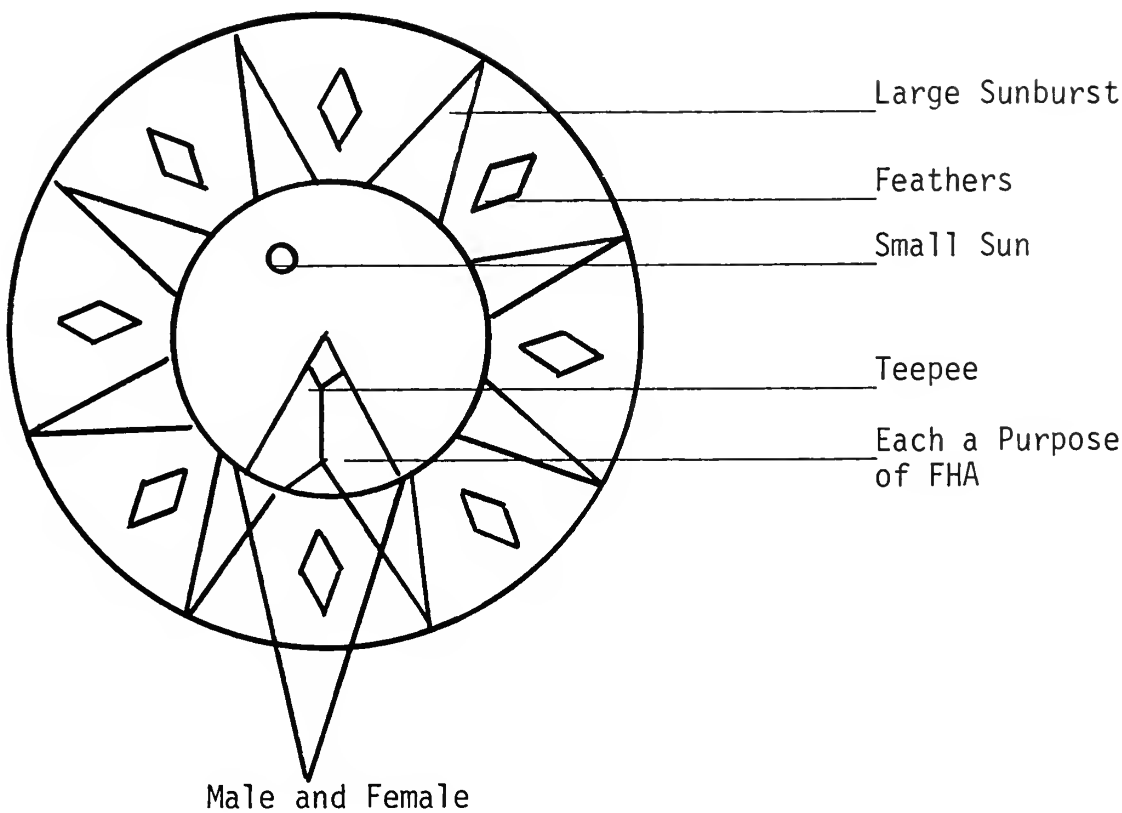
Along the path I will ask myself questions. How far have I come? Where am I heading? How does it feel?

Chief White Cloud, you have spoken greatly of what may come through my personal growth. Now it is up to me *(Lone Star draws a picture of herself in the dirt.)* I have recorded myself in the good of the brown earth. Let us check from time to time with the changing seasons to see if my impression of myself has altered.

CHIEF WHITE CLOUD: You have done well, Lone Star. ENCOUNTER *(hands Lone Star the Encounter Book)* is something that should be recorded in history, for it begins with the feelings, questions and concerns of FHA youth and continues growing with the addition of your own personal thoughts. It is designed to be redesigned by you . . . to take apart, to expand, to scribble in blank spaces.

Oh, you youth of FHA and HERO are so lucky! You have truly expanded on the wisdom of all our great chiefs!

(Close with continuation of suitable music and slides of nature's sunset. Indian braves stand with back to audience to display the steps of Impact.)



FHA EMBLEM . . . INDIAN STYLE!
by Amy Case, Kingfisher, Oklahoma

Before I headed to the national meeting in California, my mother and her friend, Mrs. Ella Conn, presented me with the Indian version of our FHA emblem as a good luck gesture. Ella is a Cheyenne and her Indian name is Red Feather. The medallion was a joint effort. Mother created the design with the help of Ella's knowledge of Indian sign language. The beautiful and intricate beadwork was completed by Ella.

Was it good luck? All I know is that I was elected Vice-President of National Projects. Here's what the medallion says:
The Large sunburst represents interaction between home and community.
The eight rays of the sunburst represent the 8 purposes of FHA.
The feathers symbolize the Indians of Oklahoma.
These two rays of the sunburst symbolize male and female hands which uphold a happy home.
The teepee represents the home.

(Taken from the Teen Times, November/December 1972 Issue, p. 23)

FHA *IS* . . .

"FHA is putting your ideas in the suggestion box."

Sarah T. Henry
Assistant Professor and Home Economics Teacher Educator
University of Louisville

Julie Hall
University of Louisville

It was a school holiday and officers and advisers from four schools in Jefferson County (KY) were meeting for officer training. Several were new chapters being organized in a county-wide promotion of FHA/HERO. I was to generate enthusiasm for FHA and set the stage for the officer training workshop. What could I do that would be appealing to them, yet make a point—that FHA is meaningful, yet fun? Here is what I did.

The following monologue was used as a means of interpreting FHA since many officers and advisers were new to the organization. Assisting me was Julie Hall, senior home economics major and cheerleader at the University of Louisville. As you read this verse, picture Julie pantomiming the words and using various props to help define FHA. This verse is being shared with you in the hope that you can use it to interpret some aspects of FHA to members and others as you use your ingenuity in enacting the various ideas presented.

FHA *IS*

"FHA is public relations!"

"FHA is being dependable."

FHA IS FRIENDS.

Friends from your school. Other schools. Girls, Guys. Pals, Peers. Advisers. Community leaders. Even the cop on the corner. FHA is people-oriented. It's growing in friendship and love with others. It's being friends with yourself. Friends. Senior citizens at the rest home. The little kid at the day-care center. Family members. Even little brother! Get to know your adviser. Now there's a teacher who's a real friend. *FHA IS FRIENDS.*

FHA IS FUN.

Parties. Food. Trips. Trips to nearby schools or a state meeting at a large hotel. Or, even a trip to ole Saint Louie. Fun for the sake of fun. Fun in the joy of doing things for others. *FHA IS FUN.*

FHA IS LEADING.

It's working with people. It's being somebody. The President. The Treasurer. It's keeping order and being orderly. It's taking notes or keeping the money. It's working, helping, guiding. It's setting your sights on a goal and working to get there. It's voting yes, or voting no. It's arguing, agreeing, or finding a happy medium. It's using basic parliamentary procedure. FHA is democracy in action. It's developing your *own* style of leadership. It's committee work. It's participating at the chapter, state and national levels. It's learning to lead and leading to serve. *FHA IS LEADERSHIP.*

FHA IS FOLLOWING.

It's working, listening, helping. It is being needed. It's putting in your two cents' worth. You can't have leaders without followers. Following is cooperating. It's putting your ideas in the suggestion box. It's making motions and voting. Following is important. *FHA IS FOLLOWING.*

FHA IS BEING A WINNER

Everyone can be a winner in FHA. You are only in competition with yourself. In FHA you can be recognized. In FHA *everyone* can be Number One. Set your sights on the stars. Work to reach your goals. Climb a mountain. You can reach the top. Result—*You,* the winner! Yes, *FHA IS BEING A WINNER.*

FHA IS GROWING. Do you want to keep growing? Taller? Fatter? Wider? Growth in FHA doesn't mean physical growth. Yet, it can mean growing healthier. Taking better care of yourself so you can be a better, healthier parent someday. Growth in FHA means becoming a better person. It's a way of learning. It's growing in self-esteem. Thinking you're a pretty O.K. person. An FHA'er said, "Yesterday I was me, but tomorrow I'll be a better me." FHA provides the atmosphere for growth. You have to do the growing yourself. *FHA IS GROWING.*

FHA IS LEARNING. It's students and teachers learning together. It's keeping an open mind. It's learning from our mistakes. It's learning about FHA—its history and tradition, its today and tomorrow. FHA is having class and chapter activities all rolled into one. It's reading TEEN TIMES and other FHA materials. It's preparing for your future roles. It's exploring jobs and careers related to home economics. You've only just begun to learn about FHA. *FHA IS LEARNING.*

FHA IS INVOLVEMENT. It is something you DO, not something you join. It's accepting responsibilities. Solving school or community problems. It's being dependable, like answering letters or returning a phone call. It's being on time. It's collecting money for a worthy cause. It's keeping records of what you do. It's using home economics and related skills to help children, the elderly and the handicapped. It's promoting good nutrition. It's showing genuine compassion because you care. FHA enables YOU to make a difference. Because, *FHA IS INVOLVEMENT.*

FHA IS TALKING. Telling others what you're doing. Communicating. Acting out job interviews. Talking about others. Tooting your own horn. It's saying that stitching and stewing aren't all that we're doing in home economics. It's public relations. Announcements over the P.A. Telling Dad about your organization. YES, *FHA IS TALKING.*

FHA IS HERE. In your school. Your state. The whole U S of A. FHA is joining with over 450,000 other young people who really care about self, family and community well-being. Yes, *FHA IS HERE.*

WHAT, THEN, IS FHA? It is friends. It's leading and following. It's growing. It's learning, working and talking. It's being a winner. It's fun. FHA is *all* of these. But, there's one more essential ingredient. Know what that is? It's tall or short. Skinny or slightly overweight. Male. Female. Handsome, pretty, average. It comes in various hues. Enthusiastic and just so-so. Now do you know the other ingredient? Sure. FHA is none other than YOU! You are what makes FHA needed and valuable. You are the reason for having this organization. You, the youth of today who hold the future in your hands—*YOU ARE FHA.*

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CONSUMER EDUCATION:
ITS ORIGIN, GROWTH, VALUE, AND FOCUS

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Since the mid-1960s, the scope of consumerism has grown considerably to include not only safety and health aspects of consumption, but also environmental concerns, market abuses, information disclosure, energy-related information and the right of the consumer to receive redress.

What are the reasons behind the development and growth of consumerism and consumer education? They are economic, social, and technological, and they have developed primarily in the twentieth century. Consumerism emphasizes the right of consumers to full and correct information on prices, on quality of goods and services, and on the efficient distribution of goods and services. The consumer movement is really a series of movements, which have evolved throughout this century. Major concerns include:

1. the need for product information on quality, price, production, sale, use, and care,
2. protection from hazardous products,
3. quality-control,
4. price control,
5. environmental pollution control, and
6. resource scarcity.

Consumers have choices, between high and low priced goods. But do they recognize the quality differences between goods if, in fact, there are quality differences? Are they able to measure and compare initial and long-term costs of products? Are they able to identify their needs and wants and the products which will best meet these needs. Are they able to identify which market outlet is best for the desired product or service (1, p. 27)?

Between 1900 and 1970, the economic conditions of the United States changed considerably. Industrial output and employment increased five-fold. The population doubled and the proportion of people living in urban areas increased from 20 to 40 percent. The network of railroads created national markets. The first era of consumerism occurred in the early 1900s, when the real impact of the industrial revolution and mass production began to be felt. In 1906 the pure Food and Drug Act was passed when it was discovered that food and drug manufacturing processes were not safe or sanitary. Prior to the industrial revolution, most consumer goods were produced at home. With mass production, however, people began to rely on the market to supply them with goods and services. Consumers, though, were not adequately prepared for this change. They had learned how to earn a living, but not very much about how to spend their earnings. The market consisted of vast numbers of new and complex products, brands and models, many of which appeared similar. Production and marketing practices had changed but buying practices had not. In addition, because of technological growth and mass production, old products changed and, more frequently, new products entered the market (1, p. 27).

The second era of consumerism occurred during the Great Depression, in the 1930's, when the primary concern of people was that of maintaining a decent level of living and obtaining the best buy with a very limited income. In the late 1930s, formal courses in consumer education were developed and offered in schools and colleges. Beginning in the 1940s the focus was on consumption theory and the economic concepts of pricing, demand, and supply, as well as on buymanship. Also, during this period, private automobiles made it possible for most consumers to drive further to market. Buying and selling transactions became more impersonal. The range of potential product choices increased, and consumption took more of the family's time (3, p. 67).

The third era of consumerism began with President Kennedy's Consumer Message to Congress in 1962. This Consumer Bill of Rights included (1) the right to safety; (2) the right to

be informed; (3) the right to choose; (4) the right to be heard (1, p. 32). In 1964 President Johnson appointed the first President's Commission on Consumer Interests. He and Presidents Nixon and Ford appointed consumer advisors who promoted consumer education programs at all levels of the educational process (3, p. 68).

Social developments during the 1960s also contributed to the consumer movement. The civil rights protests of the early 1960s demonstrated that it was possible for popular activism to change unjust and outmoded institutional forms. Public attention also focused on the special consumer problems of minority groups, including the poor, the elderly, and children (2, p. 25).

Part of this impetus for consumer education came from the belief that education could reduce the need for government-sponsored consumer protection and market regulation and that it could help reduce marketplace abuse. If consumers could learn to evaluate product safety, legislation and costly enforcement would be less necessary. If consumers could learn to identify and evaluate their needs and resources, then they could better identify products which might meet these needs, within the limitations of their resources.

As consumerism and consumer education programs grew, the attention of consumer advocates and consumer educators focused on the identification of values, goals, and resources, in addition to buying techniques. Scherf has stated that today's consumers want more satisfaction from the goods and services they are consuming, rather than simply more goods and services. This view is based on a recognition of the high standard of living prevalent in the United States. Most consumers are concerned with limited information on goods and services, high prices, and poor quality or unsafe products. Knowing consumers' needs and wants could help businesses provide the desired products and reduce inefficiency in production. Other results of improved consumer education and market practices could be a gain in real income, avoidance of financial problems and a possible reduction in family conflict and strain (3, pp. 70-71).

Consumerism Today and Some *Teaching Ideas*

What is the focus of consumerism today? It is concerned with several problems. First, there is an information gap. The products from which the consumer must choose have grown considerably in quantity, quality, and complexity. Choosing from among 8-10,000 different grocery items at a typical supermarket is a problem. Understanding and evaluating complex characteristics and features of products is a problem. Deciding how long to keep a product before replacing it is a problem. Finding sufficient time to seek the best buy, even if one had perfect knowledge is a problem. Sources of information often are minimal, and those that exist may not be relevant or adequate.

> *Using specific and concrete marketing situations, the teacher may help students identify products which lack information. For example, a consumer may know there are two cups of peach halves in a can by reading the label. But how does the consumer find out how many peach halves there are and how much syrup? Open some cans and compare. Make judgments about best buys. Write new labels that are more helpful to consumers.*

Second, the United States has a high standard of living. Consumers have high aspiration levels with respect to information and the quality of goods and services desired. Consumers want good medical care, safe automobiles, durable houses, and efficient washing machines.

> *Students could develop lists of products they use today and compare these to products used by consumers 30 or 40 years ago. What is a washing machine like today, compared to one used 30 years ago? What are examples of products now on the market that did not exist 30 years ago (smoke alarms and pocket calculators, for example)?*

Third, the market of today is more impersonal than it was in the late nineteenth century. Consumers shop in large shopping centers or supermarkets to which they drive in private automobiles. They do not, typically, know the salespeople personally. They engage in much self-service shopping and often utilize computerized check-out systems. If there is a problem to be rectified, they may not know who will handle it.

Using slides, the teacher could identify, with students, different market settings, beginning with the corner drug store and moving to the large, self-service, discount drug store. Also, field trips could be planned, to allow students to see different market settings and evaluate similarities and differences. Students could visit different market outlets and compare in class discussion.

Fourth, there is a performance problem. Today's products are complex and consumer expectations are high. More features and more complex designs lead to an increased likelihood of product-related breakdowns. The problem of servicing products has grown because the number and complexity of goods has increased and because obtaining numerous product parts and training repair personnel has become more difficult. There also is confusion over warranty provisions and where the consumer should take products to be repaired.

Students could keep records, for one week, of products they use which do not meet expectations. Examples might be meat with excessive amounts of fat, a poor quality frozen dinner or restaurant meal, a lawn mower which does not operate. They could report what they or other family members did about the problem or what they could have done. Another related activity would be to examine warranties and identify what warranties do and do not provide.

Fifth, there is the problem of inflation, which prevents many consumers from improving or even maintaining their real income level. Uncertainty over price levels causes consumer decision-making to be more difficult. The energy crisis, fluctuating interest rates, and the incompatibility of slowing down inflation while maintaining full employment are problems.

With students, the teacher could define inflation and identify some causes of it. The Consumer Price Index or dollar and cents figures in chart form or on transparencies could be used to show how inflation affects the cost of living.

Sixth, the disadvantaged, especially the young, the old and the poor, suffer the most from these problems. Their income is limited and may not be rising enough to keep up with inflation. These groups are the ones most likely to experience illness and home- or product-related accidents. They often must purchase poor quality merchandise and the uneconomical small sizes of food and medicine. They must use the more expensive forms of credit. They lack the mobility to engage in comparative shopping or to shop at the discount stores. They may be less educated and less skilled in market activities and less powerful in achieving redress, since they have little leverage (limited income, no attorney, no charge account). They may be especially vulnerable to advertising and door-to-door salespeople.

By using films or slides, the teacher could present visual examples of those who might be disadvantaged in the market and ask students how and why this might be so. The teacher also could show examples of different qualities of merchandise and discuss with students how limited income or mobility may prevent wise purchasing. Students could compare prices of small and large sizes and consider why a limited income or lack of transportation or storage space may prevent a family from purchasing the large, economy size.

Seventh, consumers, as a group have diverse interests and needs. They are not organized. They are occupied with other matters besides consuming—as parents, children, wage earners, store owners, professionals. Some consumers are concerned with safe toys, others with food additives or automobile efficiency or environmental pollution. Consumers, as a group, lack money, time and overall cohesiveness to achieve solutions to consumer-related problems (1, pp. 7-11).

Each student could develop a list of ten items they regard as important personal consumption items. Then they could develop a list of items other members of their family may consider important. The class as a whole could consider how different groups of consumers may have conflicts. For example, the mother of a young child may prefer medicine bottles with lids which are difficult for a child

to open but an elderly person may find such containers difficult to open. Some consumers may advocate the use of coal to produce electricity, while environmentalists may oppose its use.

Consumer-oriented policy makers must decide on the best solution to this collection of problems. Is consumer education the answer and, if so, who should provide it? Is government regulation, through laws and enforcement proceedings, the answer and, if so, who should pay for it? Is consumer redress and punishment of violators the answer and, if so, how would the judicial system handle it?

No one policy will suffice to satisfy the needs and solve the problems of contemporary consumers. Market information is essential. Government protection and regulation, of at least some goods and services, are necessary. The form and focus of this education are important issues. The literature and recent studies indicate, however, that consumers need more than information on "how to buy." They need to learn how to identify and evaluate personal values, goals, and standards for products, and the resources available to them. They need to be able to choose, from among a large number of goods and services, those products which will best meet their needs and wants, within their resource potential. They need information on the particular characteristics of goods which are important to their satisfaction in using them. Convenient locations and low prices are not enough.

Consumer information can come from a number of sources: (1) sellers through advertising or in the marketplace, (2) government (directly or by requiring business and industry to provide information), (3) trade associations, (4) private product-testing organizations, and (5) consumer education.

All of these sources are important, but especially educational programs, for a number of reasons. Feldman writes that a major need of consumers is information which permits them to evaluate the offerings of competing sellers. Sellers may not provide such information because it could put their products in a bad light. Or, they may be unaware of the type of information consumers desire. For example, they may promote ease of use but neglect to describe safety features. They may provide information which is irrelevant, such as sex appeal for toothpaste, or misinformation (2, p. 38).

Government-mandated disclosure of information may be a step toward helping the consumer compare products, but, as the evidence thus far indicates, it is not the entire answer and is not provided without a dollar cost associated with it.

Consumer education provides several advantages. It is objective. It can provide the consumer with criteria for evaluating and judging products, in order to make comparisons and choose goods and services that will satisfy specific needs. It can provide for more than just product information. It can help consumers identify and assess their values and goals. It can help consumers define their standard for products and services, based on their values and available resources. It can help consumers identify all the potential resources available to them. These resources may be more than money. They may include human or environmental resources. Education is useful in pre-purchase decision making: "Do I need this product?" "What alternatives exist for meeting my need?" "What retail outlets sell this product?" Education can help the consumer function better at the point of sale: "Does this product meet the criteria I have established?" "Is there a warranty and what does it include?" "How do I operate, use, and care for this item?" Education also can help in post-purchase decision making and evaluation: "Does this product meet my needs?" "Am I satisfied with it?"

Finally, consumer education can become a force for increasing and stimulating more market-provided information. When sellers see that consumers are entering the market with buying knowledge and skills, they will find it necessary to provide accurate and thorough information on their products. Consumers have discretionary buying power and the freedom to choose. These two, coupled with consumer education, can lead to increased consumer sovereignty and a more efficient market, with less need for government protection.

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(continued bottom of page 296)

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It Works for Us: Project PLAN

Project PLAN, Practical Living Activities Needed, in the Waynesville (Mo.) School District, has been our response to the call for accountability and competences. In operation for two years, it includes a scope and sequence of instruction, a curriculum, individual learning units, and plans for teacher effectiveness. An innovative exemplary project with Title IV-C funds, it developed the following formula to measure student achievement:

Post-test score — pre-test score = difference÷pre-test score = student achievement.

The "test-out" level of mastery on the pre-test was set at 85 percent.

There are several suggested alternatives for the student that "tests out" of a teaching unit. The student might do individual study in an area of particular interest. S/he might teach peers, a motivating experience for both the teacher and the taught, or s/he might serve as a teacher aide.

The ultimate question when measuring student achievement is How much do we want the student to increase his/her post-test score over the pre-test score? Project PLAN has stated that students' increase will be 60 percent unless the pre-test score was 50 percent or above, in which case the increase must be 85 percent.

What happens to the student who does not meet the set standards of achievement? A look at the objectives and the post-test results can show what concepts the student did not learn. These concepts can be retaught using different materials and methodologies. This may be a prime time for utilization of peer teaching.

Our student impact objective stated that 80 percent of the home economics population, grades 7-12, would increase their achievement by 60 percent, as measured by pre- and post-tests. Ninety individual learning units have been developed in Project PLAN and 84 percent of this population has met the stated objective.

Home economists, because of basic curriculum taught, are in a primary position to assume leadership in the accountability movement. Let's assume that leadership role in our own classroom. Let's assume that leadership role by working with other disciplines and correlating our efforts. ■

CONSUMER EDUCATION *(continued from page 295)*

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USING OUR TIME

Hazel Taylor Spitze

In a survey of several hundred home economics teachers in Illinois,[1] when we asked what caused them not to teach as well as they know how, we learned that they felt their greatest problem was "lack of time." Since everyone has the same amount of that resource, the only way to seem to have more is to manage it well, and home economics teachers usually want many things: successful professional programs, happy families, opportunities for volunteer work to serve their communities, leisure pursuits, and continuing professional education activities of various kinds. In this article, and others in *Illinois Teacher* past and future, we are trying to provide some clues, reminders, or guidelines which may help busy teachers to feel better about their control of their own time.

Management is, or involves, decision making. What do we as teachers have to make decisions about? There are big decisions: whether to get married or remain single, whether to have a child or another child, whether to go where the best professional opportunity is offered or stay near a relative, whether to let an administrator decide what we will teach or decide for ourselves, whether to accept the chauvinistic attitudes of a husband or try to change them, how much time to spend with family . . . and lesser ones: where to go on vacation, what type of appliances to buy, how often to clean the house, whether to make our own clothes, how often to entertain, whether to take the FHA members to a convention, whether to go to summer school, how to help our favorite candidate get elected, how many professional journals to read regularly. . . .

For each decision, large or small, a certain amount of planning and organization is necessary, and alternatives must be considered. Sometimes we say we don't have time to plan! What are the alternatives? What are the consequences of *not* planning?

We are often urged to be *efficient* but there is more to life than efficiency. According to Fred Pryor,[2] of Research Associates in Kansas City, efficiency is doing something well but effectiveness is doing the *right thing* exceedingly well. For example, he says, "you can drive a car smoothly, well within the speed limit, and be going in the wrong direction." Hence, my reply to those who urge me to be more efficient: Efficiency is *one* factor in decisions.

What are the other factors? Surely the most important ones are how we feel about ourselves and how the decision affects our relationships with other people. A teacher can be so super-organized that students are afraid to ask a question lest his/her schedule be upset. Or s/he can be so organized that a spouse or friend would never dare to invite her/him to lunch unless it could be done at least two weeks in advance. But organization can cure many more ills than it creates if we keep our *objectives* clearly in mind. We can even *plan* for *un*planned time so that we can do things spontaneously.

I once asked a friend, who seems to get a great deal done all the time, what her secret of time management was and she said it was "always to be doing what she wanted to be doing at that time." I knew she often kept strange hours—for example, she sometimes wanted to be ironing at 2:00 a.m. or making a dress that she had just designed in her very creative and artistic head—and that she regularly got less sleep than I seemed to require. I thought about these things when she was divorced after eighteen years of marriage. I didn't know, of course, whether it would have been better for her to have gotten the divorce fifteen years earlier or to have taken her husband into account more often as she decided "to be doing what she wanted to be doing at that time." But her "secret" doubtless did contribute much to her productivity.

Another factor in our decisions about time use, of course, is the financial one. How much money can we make by spending this time in this way, or how much does it cost to spend this

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[1]H. T. Spitze and R. M. Minish, "Why Don't We Teach as Well as We Know How?" *Illinois Teacher*, XXI (1) (September-October, 1977), 3-4.

[2]Jack Williams, Copley News Service, "Manage Your Time or Someone Will Manage You," *The News-Gazette*, August 21, 1977, Champaign-Urbana, Illinois.

time in this way? Or if we use time in this manner, are we likely to get a greater pay raise or make a better investment or avoid some expenditure?

The factors all have inter-relationships, too. If we increase our income, for example, will we feel better about ourselves and/or improve our relationships with those who are important to us? Or will the effects be negative?

How does time use *now* affect time use later? Many people discover a relationship here after they retire and wonder why they didn't develop some time use patterns that can last for a lifetime. They may also discover that their quality of life in retirement would be higher if they had spent some time in civic activities in their earlier years.

I have been reading books and articles on time management, and I'd like to share some of what the experts are saying. A review of one of the books will be found on page 299.

Edwin Bliss[3] suggests that it is a mistake to deal primarily with problems rather than opportunities. Like all the experts and our own common sense tell us, he urges *planning* and says that the more time we spend planning a project, the less total time the project will require. He emphasizes planning for uninterrupted blocks of time. For some, this luxury may be seldom possible and, for me, one of the greatest accomplishments has been learning to use small bits of time effectively.

Bliss recommends breaks and also reminds us that anything that contributes to health is good time management. He urges organization of our desks with four categories in mind: immediate action, low priority, pending, and reading material. One could argue that the latter should be distributed among the other three according to how urgent it is to read that item.

Like many others, Bliss says that striving for perfection is a time waster. Much time can be consumed in redoing something that is really good enough or in trying to cover up mistakes so no one will know that we aren't perfect! Of course, everyone does know, and the perfectionist fools no one but him/herself.

Living according to other people's priorities can also waste time, and we have to say *no* to avoid it. Another time waster is procrastination. Bliss recommends taking the first fifteen minutes of the day to do a dreaded task and enjoying the exhilaration of knowing that the rest of the day will be spent on more pleasant ones.

Effective time use may also demand that we cut out some things we have been doing. If we question everything on our calendar—our reading list, our TV habits, our shopping, grooming, and housekeeping habits, and our recreational pursuits—we'll likely find some in each category that don't give us enough satisfaction to be worth the time they require. We may also find some we can delegate without interfering with positive human relationships. And we may find, as we reappraise our total schedule, that we have become workaholics who feel that our family members are almost strangers.

Good time management also involves awareness that *today* is all we have to work with. We can learn from the past and plan for the future but today is what we have to manage.

We all know those questions the management experts ask when we want to manage time better, but sometimes we need to be reminded and to seek new ways to use the principles they call to mind in our own situation.

Does this task really have to be done?
Can someone help me do it?
Can someone else do it?
Is this the best time to do it? How long will it take?
Is this being done in a logical sequence with related tasks?
How often does it need to be done?
Is there a better way to do it?
Is this the best place to do it? Am I comfortable here?
Is there some other product or equipment to use to do it?
What else can I do while I'm doing this?
Can I use both hands or some other part of my body?
Is there a substitute for the product I am making?
Is there another organization of things, another arrangement, another storage system that would make it easier or quicker?
Do I waste time looking for things?
How does doing this task affect my morale? my self concept? *(continued bottom of page 299)*

[3]Edwin C. Bliss, *Getting Things Done: The ABC's of Time Management* (Charles Scribner's Sons, 1976).

BOOK REVIEW

EVERYWOMAN'S GUIDE TO TIME MANAGEMENT, by Donna Goldfein. Les Femmes Publishing, 231 Adrian Road, Millbrae, California 94030, 1977. $3.95.

This 125-page paperback is a practical how-to-do-it book that offers many concrete suggestions in line with its title. Its tone is prescriptive, commanding, but, of course, the reader can make her own judgments about which suggestions she finds acceptable and useful. The author conducts workshops in several cities on "Easy Steps Toward Efficiency," her ESTE program, and she presents this book as a self-teaching tool for those who cannot attend.

It contains mini-case studies which personalize and add interest, and the 4-page bibliography is useful. There is also a list of "Resources" in the form of organizations with addresses and very brief annotations.

Chapters are titled: (1) Effective use of time, (2) The office [in your home], (3) Establish control, (4) Kitchen magic, (5) Take control of your closet, (6) Time for yourself (which the author suggests that some people should read first as motivation to read the rest), (7) Preplanning and pre-need (which focuses on financial understanding and planning before crises), and (8) Half steps (small steps toward big goals). Each chapter ends with a "homework assignment" which the author urges the reader to complete before proceeding to the next. (I did not follow this advice, but read the whole book on a plane trip and pondered how I might use it when I got home.)

The book is described on the back cover as a "back-to-basics, step-by-step program tailored for the woman who is bogged down by disorganized routine and wants to take charge of her life." The author advises us to establish priorities, to set time limits, to schedule realistically, to communicate effectively, to simplify tasks, to systematize, delegate, and anticipate problems, and to make productive habits second nature. She wisely notes in the Introduction that, in order to work, the plan for managing time must become self-generated. It is interesting reading.

Ms. Goldfein, "management specialist and public relations consultant for American Airlines" and mother of three, warns us about Parkinson's Law (work expands to fill the time available) and urges us to budget our time as if we were paying for it. She thinks most of us manage the big things and the emergencies rather well and encourages us to focus on "the many small irritations that causes frustration and emotional eruptions," to establish control and remove them before they happen. She wonders if some full-time housewives "work long hours to demonstrate unconsciously the importance of their work."

Two of the big time wasters, she points out, are procrastination and perfectionism. She thinks we all should learn to ask *why* and to say *no*, and she urges us to delegate responsibility. She suggests that we plan for the week "on a large piece of paper" and that we plan loosely allowing time for the unexpected and, especially time for ourselves to avoid "feeling trapped by repetitive routines and daily demands." She thinks there are three keys to breaking old habits and starting new ones:

1. Launch the new practice as strongly as possible. Tell your plans to many.
2. Go about the change positively whatever it is. . . .
3. Act upon the change. Put it into your life because a new habit becomes part of one's life not in talking but in doing.

She recommends physical fitness including an exercise program; lots of lists including a *To Do* List, a well-planned daily list containing urgent, important, short- and long-range goals; and daily rewards to ourselves for getting things done. She believes that those who control their own life will feel less need to control others.

(continued next page)

USING OUR TIME *(continued from page 298)*

You may have other helpful questions to add. And you may have time-saving hints to pass on to the rest of us. If so, let us hear from you. We'll save some space in future ILLINOIS TEACHERs to continue our search for better ways to use time, the resource that enables us to use all the others. ■

Ms. Goldfein says that an executive (which we all are) must have an office in her home and she has definite suggestions about filing, about supplies and equipment (including a large wastebasket into which we toss about 80 percent of our mail the *first* time we handle it and a great deal of the accumulation that causes chaos and confusion), about the "stacked desk syndrome" (I needed that!), and about having a place for everything. She discusses the telephone as a time saver and as a time waster.

In chapter three which begins "control is the key," she has suggestions about keys (we need 4 sets in 4 places!), greeting cards, the message center, an address and appointment book, a secret shelf (gifts ready for any occasion), emergency phone lists in useful places, auto care tips, and household instruction files, e.g., whom to call when the automatic garage door won't open.

Most home economists probably do very well on the foods and clothing chapters, but fewer of us dare to skip those on taking time for ourselves, day dreaming, setting personal goals and making a road map to reach them, and especially on financial understanding and planning. Most of us are women, and women leave this too often to their husbands, "It is time," Ms. Goldfein tells readers, "that financial incompetence stops being equated with women." Women who let husbands "handle that sort of thing" enjoy a false security that is dangerous.

In urging us to get started she quotes a Chinese proverb, "A journey of 10,000 miles begins with but a single step." And on page 17, I liked her quote from Shakespeare:

> This above all: to thine own self be true
> And it must follow, as the night the day
> Those canst not then be false to any man.

Census Bureau Highlights Information on Families

According to information gathered by the Census Bureau, the following are among the facts known about marriage, children and earnings of American families.

- Most men and women marry at some time during their lives. In 1977, only about 6 percent of men and 4 percent of women in their early fifties had never married.
- Most married men and women have been married only once (85 percent of the men and 88 percent of the women).
- The average woman at first marriage today is 21 years old, the average man is 24.
- Over the past 10 years, the number of families has increased by 7.4 million, to a total of 57.2 million. About 57.0 million of the total were "primary" families maintaining their own households.
- The size of the average household was 2.81 persons in 1978.
- Young children living with two parents are likely to have the company of at least one brother or sister.
- In 1978, 53 percent of families included at least one child under 18 years old, about 23 percent had a child under age 6 and 13 percent had a child under age 3.
- Most children under 18 (80 percent in 1976) live with two parents (not necessarily their natural parents). Among black children the proportion stood at one-half (49.6 percent).
- One parent families accounted for about 7 percent of all households in 1978.
- The proportion of children living with either their mother only or their father only is 17 percent.
- The median age for mothers at the birth of their last child is 30 years for those now in the midst of family formation.
- According to one survey, three-fourths of parents 65 years old and over live within an hour's distance from their nearest child.
- The proportion of the total population aged 65 and older is 11 percent and increasing.
- The median family income in 1978 of all families was $17,640.
- About 5 million American families lived at or below the poverty level ($6,662) in 1979.
- Most married men (81 percent) and nearly half of the married women (47 percent) were in the labor force in 1977.

The above information was excerpted from: Glick, Paul C. and Arthur J. Norton, "Marrying, Divorcing, and Living Together in the U.S. Today," *Population Bulletin*, Vol 32, No. 5, October 1977, by the February 1980 Report from the White House Conference on Families.

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